
SUBSTITUTE SENATE BILL 6377

State of Washington

60th Legislature

2008 Regular Session

By Senate Early Learning & K-12 Education (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 02/04/08.

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 354 s 12
4 (uncodified); adding new sections to chapter 28B.50 RCW; adding new
5 sections to chapter 28A.245 RCW; adding a new chapter to Title 28A RCW;
6 creating new sections; recodifying RCW 28C.04.100, 28C.04.110, and
7 28C.22.020; repealing RCW 28C.22.005 and 28C.22.010; providing an
8 effective date; and providing an expiration date.

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

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

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

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

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

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

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

35 **PART I**

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

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

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

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

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

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

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

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

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

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

36 (v) Annual local school board approval;

37 (c) Demonstrate that all preparatory career and technical education

1 courses offered by the district meet the requirements of RCW 28C.04.110
2 (as recodified by this act);

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

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

9 ~~((+2))~~ (3) To ensure high quality career education programs and
10 services in secondary schools, the office of the superintendent of
11 public instruction may provide technical assistance to local districts
12 and develop state guidelines for the delivery of career guidance in
13 secondary schools.

14 ~~((+3))~~ (4) To ensure leadership development, the staff of the
15 office of the superintendent of public instruction may serve as the
16 state advisors to Washington state FFA, Washington future business
17 leaders of America, Washington DECA, Washington ~~((SkillsUSA-VICA))~~
18 SkillsUSA, Washington family, career and community leaders, and
19 Washington technology students association, and any additional career
20 or technical student organizations that are formed. Working with the
21 directors or executive secretaries of these organizations, the office
22 of the superintendent of public instruction may develop tools for the
23 coordination of leadership activities with the curriculum of technical
24 education programs.

25 ~~((+4))~~ (5) As used in this section, "career and technical
26 education" means a planned program of courses and learning experiences
27 that begins with exploration of career options; supports basic academic
28 and life skills; and enables achievement of high academic standards,
29 leadership, options for high skill, high wage employment preparation,
30 and advanced and continuing education.

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

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

8 (2) As used in this section and in sections 104, 105, and 107 of
9 this act:

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

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

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

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

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

29 (1) Either:

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

33 (b) Allow students to earn dual credit for high school and college
34 through running start, tech prep, advanced placement, or other
35 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 shall 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 shall 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 NEW SECTION. **Sec. 106.** (1) The legislature finds that a critical
7 aspect of increasing the quality and rigor of career and technical
8 education programs is to assure adequate funding for all students
9 enrolled.

10 (2) Beginning with the 2008-09 school year, state funds through the
11 general apportionment program shall be allocated on the basis of full-
12 time equivalent enrollment in career and technical education programs
13 approved by the superintendent of public instruction at a ratio of a
14 maximum of 0.92 certificated instructional staff units and 0.08
15 certificated administrative staff units for each 19.25 full-time
16 equivalent career and technical education students.

17 (3) Beginning with the 2008-09 school year, the allocation for
18 nonemployee-related costs associated with each certificated staff unit
19 in skill center programs shall be twenty-one thousand seven hundred
20 seventy-four dollars. Each year thereafter, this amount shall be
21 increased by inflation.

22 (4) Beginning with the 2008-09 school year, school districts shall
23 receive an allocation of state funds for equipment replacement in
24 career and technical programs and skill centers, based on full-time
25 equivalent student enrollment in approved programs, that is in addition
26 to the allocation for nonemployee-related costs associated with each
27 vocational certificated staff unit. The allocation rate shall be
28 specified in the biennial appropriations act.

29 NEW SECTION. **Sec. 107.** (1) The office of the superintendent of
30 public instruction, the workforce training and education coordinating
31 board, the state board for community and technical colleges, the higher
32 education coordinating board, and the council of presidents shall work
33 with local school districts, workforce education programs in colleges,
34 tech prep consortia, and four-year institutions of higher education to
35 develop model career and technical education programs of study as
36 described by this section.

1 (2) Career and technical education programs of study:
2 (a) Incorporate secondary and postsecondary education elements;
3 (b) Include coherent and rigorous academic content aligned with
4 state learning standards and relevant career and technical content in
5 a coordinated, nonduplicative progression of courses that are aligned
6 with postsecondary education in a related field;
7 (c) Include opportunities for students to earn dual high school and
8 college credit; and
9 (d) Lead to an industry-recognized credential or certificate at the
10 postsecondary level, or an associate or baccalaureate degree.
11 (3) By the 2009-10 school year, model career and technical
12 education programs of study shall be developed for the following
13 high-demand programs: Construction, health care, and information
14 technology. Each school year thereafter, the office of the
15 superintendent of public instruction, the state board for community and
16 technical colleges, the higher education coordinating board, and the
17 workforce training and education coordinating board shall select
18 additional programs of study to develop, with a priority on high-demand
19 programs as identified under section 102 of this act.

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

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

27 (2) Community and technical colleges shall create agreements with
28 high schools and skill centers to offer dual high school and college
29 credit for secondary career and technical courses. Agreements shall be
30 subject to approval by the chief instructional officer of the college
31 and the principal and the career and technical education director of
32 the high school or the executive director of the skill center.

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

36 (4) If a community or technical college has created an agreement

1 with a high school or skill center to offer college credit for a
2 secondary career and technical course, all community and technical
3 colleges shall accept the course for an equal amount of college credit.

4 **PART II**

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

6 NEW SECTION. **Sec. 201.** (1) The office of the superintendent of
7 public instruction shall support school district efforts under RCW
8 28A.230.097 to adopt course equivalencies for career and technical
9 courses by:

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

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

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

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

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

32 (4) 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 provide summer school funding for middle and high
35 schools for all students to explore career opportunities rich in math,

1 science, and technology using career and technical education as the
2 delivery model.

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

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

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

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

28 Skill centers may enter into agreements with one or more
29 cooperating school districts to grant a high school diploma on behalf
30 of the district so that students who are juniors and seniors have an
31 opportunity to attend the skill center on a full-time basis without
32 coenrollment at a district high school. To avoid competition with
33 other high schools in the cooperating district, high school completion
34 programs operated by skill centers shall be designed as dropout
35 prevention and retrieval programs for at-risk and credit-deficient

1 students or for fifth-year seniors. A skill center may use grant
2 awards from the building bridges program under RCW 28A.175.025 to
3 develop high school completion programs as provided in this section.

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

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

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

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

1 designate one or more community or technical colleges with exemplary
2 postsecondary I-BEST programs to serve as mentors for the pilot
3 project.

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

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

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

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

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

34 (4) One alternative assessment method shall be a combination of the
35 applicant's grades in applicable courses and the applicant's highest
36 score on the high school Washington assessment of student learning, as
37 provided in this subsection. A student is eligible to apply for the

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

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

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

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

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

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

37 (b) The superintendent shall develop protocols for submission of
38 the collection of work samples that include affidavits from the

1 applicant's teachers and school district that the samples are the work
2 of the applicant and a requirement that a portion of the samples be
3 prepared under the direct supervision of a classroom teacher. The
4 superintendent shall submit the protocols for approval by the state
5 board of education.

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

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

33 (e) By September of 2006, the superintendent of public instruction
34 shall develop informational materials for parents, teachers, and
35 students regarding the collection of work samples and the status of its
36 development as an alternative assessment method. The materials shall
37 provide specific guidance regarding the type and number of work samples
38 likely to be required, include examples of work that meets the state

1 learning standards, and describe the scoring criteria and process for
2 the collection. The materials shall also encourage students in the
3 graduating class of 2008 to begin creating a collection if they believe
4 they may seek to use the collection once it is implemented as an
5 alternative assessment.

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

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

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

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

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

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

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

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

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

34 ~~(b) The purpose of the additional guidelines is to provide a clear~~
35 ~~pathway toward a certificate of academic achievement for career and~~
36 ~~technical students by showing them applied and relevant opportunities~~
37 ~~to demonstrate their knowledge and skills, and to provide guidance to~~
38 ~~teachers in integrating academic and career and technical instruction~~

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

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

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

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

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

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

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

1 shall submit its findings and recommendations to the education
2 committees of the legislature by January 10, 2008.

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

5 **PART III**

6 **EXPANDING ACCESS AND AWARENESS**

7 NEW SECTION. **Sec. 301.** (1) Subject to funds appropriated for this
8 purpose, the in-demand scholars program is created. The program shall
9 be administered by the workforce training and education coordinating
10 board. The purpose of the program is to attract high school students
11 into high-demand fields, as identified under section 102 of this act,
12 that require one to three years of postsecondary training, including
13 apprenticeships; and to replicate the successful pilot program.

14 (2) The workforce training and education coordinating board, in
15 consultation with representatives from the statewide association of
16 workforce development councils, the Washington state labor council, and
17 a statewide business association shall create the in-demand scholars
18 model, to be implemented locally by local workforce development
19 councils. The model shall be flexible enough so that councils may
20 customize the design and coordination so that it meets the unique needs
21 and uses the available resources in each region. Workforce development
22 councils shall identify local industries that are having difficulty
23 filling positions that require one to three years of postsecondary
24 training or apprenticeship. Under the model, industry representatives
25 shall present the opportunities available in their industry to local
26 high school students and inform students that job shadowing or
27 internship opportunities are available for students who would like to
28 directly explore this career opportunity. Students who complete this
29 activity and wish to pursue the career shall receive an in-demand
30 scholarship, not to exceed an amount specified in the state omnibus
31 appropriations act to cover the costs of postsecondary training and
32 related expenses for a maximum of two years.

33 (3) The workforce training and education coordinating board shall
34 direct local workforce development councils to submit quarterly reports
35 including, but not limited to, the following information regarding the
36 program and the participating students:

- 1 (a) The industry or industries served;
2 (b) Quarterly projections of the number of students:
3 (i) Served by the program;
4 (ii) Completing job shadows or internships;
5 (iii) Entering postsecondary training;
6 (iv) Completing training;
7 (v) Entering the targeted career; and
8 (vi) Continuing on to four-year degrees or other additional
9 education; and

10 (c) Actual results versus the projected results in (b) of this
11 subsection.

12 (4) 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 determine the initial
16 allocation to each workforce development council based upon its
17 projected outcomes and other information as determined by the workforce
18 training and education coordinating board. The funding may be
19 reallocated among workforce development councils, if needed, based upon
20 actual results achieved.

21 NEW SECTION. **Sec. 302.** (1) Subject to funds appropriated for this
22 purpose, the office of the superintendent of public instruction shall
23 develop and conduct an ongoing campaign for career and technical
24 education to increase awareness among teachers, counselors, students,
25 parents, principals, school administrators, and the general public
26 about the opportunities offered by rigorous career and technical
27 education programs. Messages in the campaign shall emphasize career
28 and technical education as a high quality educational pathway for
29 students, including for students who seek advanced education that
30 includes a bachelor's degree or beyond. In particular, the office
31 shall provide information about the following:

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

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

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

1 (d) The availability of scholarships for postsecondary workforce
2 education, including the Washington award for vocational excellence,
3 and apprenticeships through the opportunity grant program under RCW
4 28B.50.271, grants under section 303 of this act, and other programs;
5 and

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

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

13 (3) The office shall seek advice, participation, and financial
14 assistance from the workforce training and education coordinating
15 board, higher education institutions, foundations, employers,
16 apprenticeship and training councils, workforce development councils,
17 and business and labor organizations for the campaign.

18 NEW SECTION. **Sec. 303.** (1) Subject to funds appropriated for this
19 purpose, the office of the superintendent of public instruction shall
20 provide grants to eligible students to offset the costs of required
21 examination or testing fees associated with obtaining state or industry
22 certification in the student's career and technical education program.

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

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

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

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

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

1 **Sec. 304.** RCW 28A.600.045 and 2006 c 117 s 2 are each amended to
2 read as follows:

3 (1) The legislature encourages each middle school, junior high
4 school, and high school to implement a comprehensive guidance and
5 planning program for all students. The purpose of the program is to
6 support students as they navigate their education and plan their
7 future; encourage an ongoing and personal relationship between each
8 student and an adult in the school; and involve parents in students'
9 educational decisions and plans.

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

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

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

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

31 (d) Data collection that allows schools to monitor students'
32 progress.

33 (3) Subject to funds appropriated for this purpose, the office of
34 the superintendent of public instruction shall provide support for
35 comprehensive guidance and planning programs in public schools,
36 including providing ongoing development and improvement of the
37 curriculum described in subsection (2) of this section.

1 NEW SECTION. **Sec. 305.** A new section is added to chapter 28A.245
2 RCW to read as follows:

3 (1) Subject to the provisions of this section and section 306 of
4 this act, a skill center may enter into an agreement with the community
5 or technical college in which district the skill center is located to
6 provide career and technical education courses necessary to complete an
7 industry certificate or credential for students who have received a
8 high school diploma.

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

15 (3) Students enrolled in a skill center under this section shall be
16 considered community and technical college students for purposes of
17 enrollment reporting, tuition, and financial aid. The skill center
18 shall maintain enrollment data for students enrolled under this section
19 separately from data on secondary school enrollment.

20 NEW SECTION. **Sec. 306.** A new section is added to chapter 28B.50
21 RCW to read as follows:

22 (1) A community or technical college may enter into an agreement
23 with a skill center within the college district to allow students who
24 have completed a high school diploma to remain enrolled in the skill
25 center in courses necessary to complete an industry certificate or
26 credential in the student's career and technical program as provided by
27 section 305 of this act.

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

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

33 (b) The community or technical college does not offer the
34 particular industry certificate program or courses proposed by the
35 skill center.

36 (3) Under the terms of the agreement, the community or technical
37 college shall report the enrolled student as a state-supported student

1 and may charge the student tuition and fees. The college shall
2 transmit to the skill center an agreed-upon amount per enrolled full-
3 time equivalent student to pay for the student's courses at the skill
4 center.

5 **Sec. 307.** RCW 28B.102.040 and 2005 c 518 s 918 are each amended to
6 read as follows:

7 (1) The board may select participants based on an application
8 process conducted by the board or the board may utilize selection
9 processes for similar students in cooperation with the professional
10 educator standards board or the office of the superintendent of public
11 instruction.

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

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

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

1 board for community and technical colleges. Subject to available
2 funds, the office shall contract with the center for research and data
3 analysis in educational service district 113 to support the study,
4 including examining technical high school models in other states.

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

7 (a) The definition of a technical high school and how a technical
8 high school might differ from current comprehensive high schools,
9 alternative high schools, or skill centers;

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

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

15 (d) Whether technical high schools should focus on particular
16 student populations or be structured as magnet schools or academies
17 with a particular programmatic focus;

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

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

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

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

29 **PART IV**
30 **MISCELLANEOUS**

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

33 (1) Total distributions from the student achievement fund to each
34 school district shall be based upon the average number of full-time
35 equivalent students in the school district during the previous school
36 year as reported to the office of the superintendent of public

1 instruction by August 31st of the previous school year. The
2 superintendent of public instruction shall ensure that moneys generated
3 by skill center students are returned to skill centers.

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

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

14 (b) Distributions from the education legacy trust account created
15 in RCW 83.100.230.

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

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

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

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

32 (2) The advisory committee shall consist of the following nine
33 members:

34 (a) Four members of the legislature, with two members each
35 appointed by the respective caucuses of the house of representatives
36 and the senate;

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

3 (c) One member appointed by the workforce training and education
4 coordinating board; and

5 (d) Three members appointed by the superintendent of public
6 instruction and the workforce training and education coordinating board
7 based on recommendations from the career and technical education
8 community.

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

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

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

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

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

30 NEW SECTION. Sec. 405. The following acts or parts of acts are
31 each repealed:

32 (1) RCW 28C.22.005 (Findings) and 1993 c 380 s 1; and

33 (2) RCW 28C.22.010 (Skill center program operation) and 1993 c 380
34 s 2.

1 NEW SECTION. **Sec. 406.** This chapter may be known and cited as the
2 career and technical education act.

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

5 NEW SECTION. **Sec. 408.** Sections 102, 104 through 107, 201, 204,
6 301 through 303, and 406 of this act constitute a new chapter in Title
7 28A RCW.

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

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