
Senate Bill 6377

State of Washington 60th Legislature 2008 Regular Session

By Senators Hobbs, Fairley, Rockefeller, McAuliffe, Kohl-Welles, Berkey, Shin, Regala, OEMIG, Kilmer, Eide, Fraser, and Franklin; by request of Superintendent of Public Instruction

House Bill 2826

State of Washington 60th Legislature 2008 Regular Session

By Representatives Priest, Ormsby, Sullivan, Haigh, Fromhold, Quall, Wallace, and Kenney; by request of Superintendent of Public Instruction

Comprehensive Career and Technical Education Bill

SB 6377 Senator Hobbs

HB 2826 Representative Priest

Request of Superintendent of Public Instruction

Quality, Rigor, & Links to Postsecondary Education

- **CTE Program Requirements.** Requires all preparatory (not exploratory) CTE programs to:
 - Lead to state/nationally recognized industry certification OR allow students to earn dual high school and college credit
 - Be comprised of a sequenced progression of rigorous courses
 - Lead to workforce entry, apprenticeship, or postsecondary education

 - Requires SPI w/Workforce Board, WSATC, SBCTC to identify statewide high demand programs. Allows school districts w/local CTE advisory committees to submit evidence of additional local high demand. High demand means a program that prepares students for:
 - Apprenticeship or degree in a program where the number of students from in-state programs is fewer than number of projected job openings, and/or
 - Occupation with substantial current or projected employment opportunities.

- **Accountability.** Requires SPI to establish and monitor performance measures and targets for program accountability, including increased programs and enrollment in high demand programs. Districts who fail to meet targets must submit an improvement plan. Consecutive failure for 3 years can be the basis for denying approval or re-approval of CTE programs.

- **High Demand Incentive.** One-time grants to middle schools, high schools and skill centers to develop or upgrade high demand programs. Includes improving curriculum and equipment, creating pre-apprenticeships. Priority for high cost and highest demand programs.

- **Adequate Funding.** Enhances the general apportionment staffing allocation for secondary CTE from being based on 19.5 FTE students to being based on 18.5 FTE students. Makes skill center NERC allocation equal to high school NERC. Creates an allocation for equipment replacement in addition to the enhanced NERC. Rate is specified in the budget.

- **Model Programs of Study.** Directs SPI, SBCTC, HECB, COP to work with local schools and colleges to develop model CTE programs of study that lead to industry credential or AA or BA. Mirrors federal Perkins requirements for CTE programs of study. First agreements are in construction, health care, and IT.

- **Collaboration with CTCs.** Directs CTCs to create dual credit agreements with secondary schools, to be approved by the chief instructional officer. Allows agreements with schools outside the college district boundary. Requires that if one college grants dual credit for a secondary CTE course, all colleges must accept the course for equal credit.

Academic Instruction Through Career and Technical Education

- **Support for Course Equivalencies.** Directs SPI to recommend CTE curriculum suitable for academic/CTE course equivalencies, publicize best practices, and provide professional development and technical assistance, including for development of AP course equivalents.

Districts that grant academic credit for a CTE equivalent, also issue course completion certificates in the high school and beyond plan so students can qualify for CTE dual credit, pre-apprenticeship.

- **Curriculum Integration.** Grants to increase integration/rigor of academics in CTE courses. Encourages use of funds to support teams of academic and technical teachers using research-based model by the National Research Center for CTE (Math-in-CTE).
- **Middle and Secondary CTE Summer School.** Allocates grant funds to school districts to provide summer school funding for middle and high schools for all students to explore career opportunities rich in math, science, and technology using CTE as the delivery model.
- **Skill Center Diplomas.** Allows skill centers to create agreements with school districts to offer diplomas without co-enrollment in a high school (for juniors and seniors), with programs focused on dropout prevention and retrieval and 5th year seniors.
- **Secondary I-BEST.** 3-year pilot project grants for integrated CTE, academic/basic skills, and ESL instruction at the secondary level through team and co-teaching, modeled after successful CTC programs. Requires an evaluation including comparison of student achievement gains and a report by December 2011. Directs SBCTC to provide technical assistance and designate mentor colleges.
- **CTE Collection of Evidence.** Revises current CTE collection of evidence (WASL alternative assessment) by directing SPI to create guidelines that include multiple examples of possible work samples tailored to different CTE programs. Clarifies the purpose of the guidelines: guidance for both students and teachers assisting them. Sets timelines. Removes requirement that industry certificates be in the collection.

Expanding Access and Awareness

- **Campaign for CTE.** Directs SPI to develop and conduct an ongoing campaign to increase awareness (by teachers, counselors, students, parents, general public) of the opportunities of rigorous CTE programs, using multiple strategies depending on funds available. SPI must seek advice, participation, and financial assistance from interested stakeholders.
- **Certification Assessment Fees.** Creates grants to eligible students to offset assessment or exam fees for industry certification. Students must have family income <200% of federal poverty level.
- **CTE in Navigation 101.** Includes exploration of CTE options and careers in emerging and high demand programs in the recommended Navigation 101 curriculum and directs SPI to provide ongoing development of that curriculum.
- **13th Year Skill Center Programs.** Allows skill centers to enter agreements with CTCs to offer CTE courses for students who have graduated from high school but need additional coursework to complete industry certification. Students are considered college students for enrollment, tuition, and financial aid. The agreement specifies a per-FTE amount transmitted from the college to the skill center to pay for the courses. Colleges can require evidence that the skill center has capacity/facilities not available at the college or the college doesn't offer the necessary program.

- **CTE Teacher Scholarships.** Makes prospective CTE teachers eligible for the Future Teachers' Conditional Scholarship Program. SPI selects recipients with priority on high demand fields.
- **Feasibility Study for Technical High Schools.** Directs SPI to conduct a feasibility study to create technical high schools. Study addresses definitions, governance, funding models, student population, operations, and possible transition of current schools. Progress report due December 2008; Final report with recommendations due September 2009.
- **Student Achievement Funds.** Ensures that moneys generated by skills center students are returned to skills centers
- **New CTE Chapter.** Creates a new RCW Chapter for Career and Technical Education.

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State of Washington

60th Legislature

2008 Regular Session

By Senators Hobbs, Fairley, Rockefeller, McAuliffe, Kohl-Welles, Berkey, Shin, Regala, Oemig, Kilmer, Eide, Fraser, and Franklin; by request of Superintendent of Public Instruction

Read first time 01/16/08. Referred to Committee on Early Learning & K-12 Education.

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.102.020, 28B.102.040, and 28A.505.220; adding new
4 sections to chapter 28B.50 RCW; adding new sections to chapter 28A.245
5 RCW; adding a new chapter to Title 28A RCW; creating new sections;
6 recodifying RCW 28C.04.100, 28C.04.110, and 28C.22.020; repealing RCW
7 28C.22.005 and 28C.22.010; providing an effective date; and providing
8 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 collaboration 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 collaboration 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 collaboration 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, 107, and 306
9 of 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 tech prep, advanced placement, or other agreements or programs;

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

1 (3) (~~Have a high potential for providing the program completer~~
2 ~~with gainful employment or~~) Lead to workforce entry ((into a)),
3 state-approved apprenticeships, or postsecondary ((workforce training
4 program)) education in a related field.

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

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

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

12 (c) Performance measures and targets established in cooperation
13 with the workforce training and education coordinating board, including
14 but not limited to student academic and skill attainment, graduation
15 rates, postgraduation employment or enrollment in postsecondary
16 education, and other measures and targets as required by the federal
17 Carl Perkins act.

18 (2) If a school district fails to meet the performance targets
19 established under this section, the office of the superintendent of
20 public instruction may require the district to submit an improvement
21 plan. If a district fails to implement an improvement plan or
22 continues to fail to meet the performance targets for three consecutive
23 years, the office of the superintendent of public instruction may use
24 this failure as the basis to deny the approval or reapproval of one or
25 more of the district's career and technical education programs.

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

1 technology and equipment necessary to maintain industry certification.
2 Priority shall also be given to programs considered in most high demand
3 in the state or applicable region.

4 NEW SECTION. **Sec. 106.** (1) The legislature finds that a critical
5 aspect of increasing the quality and rigor of career and technical
6 education programs is to assure adequate funding for all students
7 enrolled.

8 (2) Beginning with the 2008-09 school year, state funds through the
9 general apportionment program shall be allocated on the basis of full-
10 time equivalent enrollment in career and technical education programs
11 approved by the superintendent of public instruction at a ratio of a
12 maximum of 0.92 certificated instructional staff units and 0.08
13 certificated administrative staff units for each 18.5 full-time
14 equivalent career and technical education students.

15 (3) Beginning with the 2008-09 school year, the allocation for
16 nonemployee-related costs associated with each certificated staff unit
17 in skill center programs shall be equal to the allocation for
18 nonemployee-related costs associated with each certificated staff unit
19 in high school career and technical education programs.

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

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

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

35 (a) Incorporate secondary and postsecondary education elements;

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

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

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

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

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

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

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

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

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

1 adopt course equivalencies for career and technical high school courses
2 offered to students at the high school. A career and technical course
3 equivalency may be for whole or partial credit. Each school district
4 board of directors shall develop a course equivalency approval
5 procedure.

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

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

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

33 NEW SECTION. Sec. 204. (1) Subject to funds appropriated for this
34 purpose, the secondary integrated basic education and skills training
35 (I-BEST) pilot project is created to integrate career and technical
36 instruction, core academic and basic skills, and English as a second

1 language, for secondary school students. The objective of the pilot
2 project is to determine whether and how a successful community and
3 technical college instructional model can be adapted and implemented at
4 a secondary school level.

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

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

25 (4) The state board for community and technical colleges shall
26 provide technical assistance and advice to the office of the
27 superintendent of public instruction and the pilot project regarding
28 best practices for I-BEST, including program design, professional
29 development, assessment, and evaluation. The state board shall also
30 designate one or more community or technical colleges with exemplary
31 postsecondary I-BEST programs to serve as mentors for the pilot
32 project.

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

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

36 (1) The legislature has made a commitment to rigorous academic
37 standards for receipt of a high school diploma. The primary way that

1 students will demonstrate that they meet the standards in reading,
2 writing, mathematics, and science is through the Washington assessment
3 of student learning. Only objective assessments that are comparable in
4 rigor to the state assessment are authorized as an alternative
5 assessment. Before seeking an alternative assessment, the legislature
6 expects students to make a genuine effort to meet state standards,
7 through regular and consistent attendance at school and participation
8 in extended learning and other assistance programs.

9 (2) Under RCW 28A.655.061, beginning in the 2006-07 school year,
10 the superintendent of public instruction shall implement objective
11 alternative assessment methods as provided in this section for students
12 to demonstrate achievement of the state standards in content areas in
13 which the student has not yet met the standard on the high school
14 Washington assessment of student learning. A student may access an
15 alternative if the student meets applicable eligibility criteria in RCW
16 28A.655.061 and this section and other eligibility criteria established
17 by the superintendent of public instruction, including but not limited
18 to attendance criteria and participation in the remediation or
19 supplemental instruction contained in the student learning plan
20 developed under RCW 28A.655.061. A school district may waive
21 attendance and/or remediation criteria for special, unavoidable
22 circumstances.

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

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

35 (a) Using guidelines prepared by the superintendent of public
36 instruction, a school district shall identify the group of students in
37 the same school as the applicant who took the same high school courses
38 as the applicant in the applicable content area. From the group of

1 students identified in this manner, the district shall select the
2 comparison cohort that shall be those students who met or slightly
3 exceeded the state standard on the Washington assessment of student
4 learning.

5 (b) The district shall compare the applicant's grades in high
6 school courses in the applicable content area to the grades of students
7 in the comparison cohort for the same high school courses. If the
8 applicant's grades are equal to or above the mean grades of the
9 comparison cohort, the applicant shall be deemed to have met the state
10 standard on the alternative assessment.

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

14 (5) The superintendent of public instruction shall develop an
15 alternative assessment method that shall be an evaluation of a
16 collection of work samples prepared and submitted by the applicant(
17 ~~as provided in this subsection and, for career and technical~~
18 ~~applicants, the additional requirements of subsection (6) of this~~
19 ~~section)).~~

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

28 (b) The superintendent shall develop protocols for submission of
29 the collection of work samples that include affidavits from the
30 applicant's teachers and school district that the samples are the work
31 of the applicant and a requirement that a portion of the samples be
32 prepared under the direct supervision of a classroom teacher. The
33 superintendent shall submit the protocols for approval by the state
34 board of education.

35 (c) The superintendent shall develop uniform scoring criteria for
36 evaluating the collection of work samples and submit the scoring
37 criteria for approval by the state board of education. Collections
38 shall be scored at the state level or regionally by a panel of

1 educators selected and trained by the superintendent to ensure
2 objectivity, reliability, and rigor in the evaluation. An educator may
3 not score work samples submitted by applicants from the educator's
4 school district. If the panel awards an applicant's collection of work
5 samples the minimum required score, the applicant shall be deemed to
6 have met the state standard on the alternative assessment.

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

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

35 (6)(a) For students enrolled in a career and technical education
36 program approved under RCW 28C.04.110 (as recodified by this act), the
37 superintendent of public instruction shall develop additional

1 guidelines for ((a)) collections of work samples that ((evidences that
2 the collection:

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

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

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

9 (iv) ~~Is related to the essential academic learning requirements and
10 state standards that students must meet to earn a certificate of
11 academic achievement or certificate of individual achievement, but also
12 represents the knowledge and skills that successful individuals in the
13 career and technical field of the approved program are expected to
14 possess.~~

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

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

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

24 (iii) Provide multiple examples of work samples drawn from career
25 and technical courses.

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

1 (c) The superintendent shall consult with community and technical
2 colleges, employers, the workforce training and education coordinating
3 board, apprenticeship programs, and other regional and national experts
4 in career and technical education to create ((an)) appropriate
5 ((collection)) guidelines and examples of work samples and other
6 evidence of a career and technical student's knowledge and skills on
7 the state academic standards.

8 (7) The superintendent of public instruction shall study the
9 feasibility of using existing mathematics assessments in languages
10 other than English as an additional alternative assessment option. The
11 study shall include an estimation of the cost of translating the tenth
12 grade mathematics assessment into other languages and scoring the
13 assessments should they be implemented.

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

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

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

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

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

35 **PART III**

36 **EXPANDING ACCESS AND AWARENESS**

1 NEW SECTION. **Sec. 301.** (1) The office of the superintendent of
2 public instruction shall develop and conduct an ongoing campaign for
3 career and technical education to increase awareness among teachers,
4 counselors, students, parents, principals, school administrators, and
5 the general public about the opportunities offered by rigorous career
6 and technical education programs. Messages in the campaign shall
7 emphasize career and technical education as a high quality educational
8 pathway for students, including for students who seek advanced
9 education that includes a bachelor's degree or beyond. In particular,
10 the office shall provide information about the following:

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

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

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

17 (d) The availability of scholarships for postsecondary workforce
18 education and apprenticeships through the opportunity grant program
19 under RCW 28B.50.271, grants under section 302 of this act, and other
20 programs; and

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

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

28 (3) The office shall seek advice, participation, and financial
29 assistance from the workforce training and education coordinating
30 board, higher education institutions, foundations, employers,
31 apprenticeship and training councils, workforce development councils,
32 and business and labor organizations for the campaign.

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

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

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

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

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

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

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

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

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

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

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

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

7 (d) Data collection that allows schools to monitor students'
8 progress.

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

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

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

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

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

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

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

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

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

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

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

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

18 NEW SECTION. **Sec. 306.** (1) Subject to funds appropriated for this
19 purpose, career and technical education teacher candidates selected
20 under this section are eligible for future teachers' conditional
21 scholarships under chapter 28B.102 RCW for tuition and fees necessary
22 to complete an approved program for initial certification. The
23 conditions and limitations of the future teachers' conditional
24 scholarship program apply to candidates selected under this section.

25 (2) The office of the superintendent of public instruction shall
26 solicit and select candidates for the scholarships. Applicants seeking
27 certification in high-demand programs as identified under section 102
28 of this act have priority over other applicants.

29 **Sec. 307.** RCW 28B.102.020 and 2004 c 58 s 2 are each amended to
30 read as follows:

31 Unless the context clearly requires otherwise, the definitions in
32 this section apply throughout this chapter.

33 (1) "Conditional scholarship" means a loan that is forgiven in
34 whole or in part if the recipient renders service as a teacher in an
35 approved education program in this state.

1 (2) "Institution of higher education" or "institution" means a
2 college or university in the state of Washington that is accredited by
3 an accrediting association recognized as such by rule of the higher
4 education coordinating board. For career and technical education
5 candidates selected under section 306 of this act, "institution of
6 higher education" also includes any business and industry certification
7 program approved by the professional educator standards board.

8 (3) "Board" means the higher education coordinating board.

9 (4) "Eligible student" means a student who is registered for at
10 least six credit hours or the equivalent, demonstrates high academic
11 achievement, is a resident student as defined by RCW 28B.15.012 and
12 28B.15.013, and has a declared intention to complete an approved
13 preparation program leading to initial teacher certification or
14 required for earning an additional endorsement, and commits to teaching
15 service in the state of Washington. For career and technical education
16 candidates selected under section 306 of this act who are enrolled in
17 a business and industry certification program, the board shall adopt a
18 minimum credit or clock hour enrollment for eligible students that
19 reflects the unique nature and delivery model of the programs.

20 (5) "Public school" means an elementary school, a middle school,
21 junior high school, or high school within the public school system
22 referred to in Article IX of the state Constitution.

23 (6) "Forgiven" or "to forgive" or "forgiveness" means to render
24 service as a teacher in an approved education program in the state of
25 Washington in lieu of monetary repayment.

26 (7) "Satisfied" means paid-in-full.

27 (8) "Participant" means an eligible student who has received a
28 conditional scholarship or loan repayment under this chapter.

29 (9) "Loan repayment" means a federal student loan that is repaid in
30 whole or in part if the recipient renders service as a teacher in an
31 approved education program in Washington state.

32 (10) "Approved education program" means an education program in the
33 state of Washington for knowledge and skills generally learned in
34 preschool through twelfth grade. Approved education programs may
35 include but are not limited to:

36 (a) K-12 schools under Title 28A RCW; or

37 (b) Other K-12 educational sites in the state of Washington as
38 designated by the board.

1 (11) "Equalization fee" means the additional amount added to the
2 principal of a loan under this chapter to equate the debt to that which
3 the student would have incurred if the loan had been received through
4 the federal subsidized Stafford student loan program.

5 (12) "Teacher shortage area" means a shortage of elementary or
6 secondary school teachers in a specific subject area, discipline,
7 classification, or geographic area as defined by the office of the
8 superintendent of public instruction.

9 **Sec. 308.** RCW 28B.102.040 and 2005 c 518 s 918 are each amended to
10 read as follows:

11 (1) The board may select participants based on an application
12 process conducted by the board or the board may utilize selection
13 processes for similar students in cooperation with the professional
14 educator standards board or the office of the superintendent of public
15 instruction. For career and technical education teacher candidates,
16 the board shall rely on the selection process under section 306 of this
17 act.

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

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

33 NEW SECTION. **Sec. 309.** (1) The office of the superintendent of
34 public instruction shall conduct a feasibility study to create
35 technical high schools in Washington state. In conducting the study,
36 the office shall convene an advisory committee including

1 representatives from school districts, high schools, skill centers,
2 community and technical colleges, workforce development councils, the
3 workforce training and education coordinating board, the Washington
4 association for career and technical education, the Washington state
5 apprenticeship and training council, and the state board for community
6 and technical colleges. Subject to available funds, the office shall
7 contract with a third party to support the study, including examining
8 technical high school models in other states.

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

11 (a) The definition of a technical high school and how a technical
12 high school might differ from current comprehensive high schools,
13 alternative high schools, or skill centers;

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

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

19 (d) Whether technical high schools should focus on particular
20 student populations or be structured as magnet schools or academies
21 with a particular programmatic focus;

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

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

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

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

33 **PART IV**
34 **MISCELLANEOUS**

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

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

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

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

18 (b) Distributions from the education legacy trust account created
19 in RCW 83.100.230.

20 (3) Any funds deposited in the student achievement fund under RCW
21 43.135.045 shall be allocated to school districts on a one-time basis
22 using a rate per full-time equivalent student. These funds are
23 provided in addition to any amounts allocated in subsection (2) of this
24 section.

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

28 NEW SECTION. Sec. 402. RCW 28C.04.100 and 28C.04.110 are each
29 recodified as sections in the new chapter created in section 407 of
30 this act.

31 NEW SECTION. Sec. 403. RCW 28C.22.020 is recodified as a section
32 in chapter 28A.245 RCW.

33 NEW SECTION. Sec. 404. The following acts or parts of acts are
34 each repealed:

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

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

3 NEW SECTION. **Sec. 405.** This chapter may be known and cited as the
4 career and technical education act.

5 NEW SECTION. **Sec. 406.** Part headings used in this act are not any
6 part of the law.

7 NEW SECTION. **Sec. 407.** Sections 102, 104 through 107, 201, 204,
8 301, 302, 306, and 405 of this act constitute a new chapter in Title
9 28A RCW.

10 NEW SECTION. **Sec. 408.** Section 401 of this act takes effect
11 September 1, 2008.

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