

E2SSB 6673 - H AMD 1410

By Representative Sullivan

ADOPTED AS AMENDED 03/06/2008

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

3 "NEW SECTION. **Sec. 1.** The legislature finds that high school
4 students need to graduate with the skills necessary to be successful in
5 college and work. The state graduation requirements help to ensure
6 that Washington high school graduates have the basic skills to be
7 competitive in a global economy. Under education reform started in
8 1993, time was to be the variable, obtaining the skills was to be the
9 constant. Therefore, students who need additional time to gain the
10 academic skills needed for college and the workplace should have the
11 opportunities they need to reach high academic achievement, even if
12 that takes more than the standard four years of high school.

13 Different students face different challenges and barriers to their
14 academic success. Some students struggle to meet the standard on a
15 single portion of the Washington assessment of student learning while
16 excelling in the other subject areas; other students struggle to
17 complete the necessary state or local graduation credits; while still
18 others have their knowledge tested on the assessments and have
19 completed all the credit requirements but are struggling because
20 English is not their first language. The legislature finds that many
21 of these students need additional time and support to achieve academic
22 proficiency and meet all graduation requirements.

23 **Sec. 2.** RCW 28A.655.061 and 2007 c 355 s 5 and 2007 c 354 s 2 are
24 each reenacted and amended to read as follows:

25 (1) The high school assessment system shall include but need not be
26 limited to the Washington assessment of student learning, opportunities
27 for a student to retake the content areas of the assessment in which
28 the student was not successful, and if approved by the legislature
29 pursuant to subsection (10) of this section, one or more objective

1 alternative assessments for a student to demonstrate achievement of
2 state academic standards. The objective alternative assessments for
3 each content area shall be comparable in rigor to the skills and
4 knowledge that the student must demonstrate on the Washington
5 assessment of student learning for each content area.

6 (2) Subject to the conditions in this section, a certificate of
7 academic achievement shall be obtained by most students at about the
8 age of sixteen, and is evidence that the students have successfully met
9 the state standard in the content areas included in the certificate.
10 With the exception of students satisfying the provisions of RCW
11 28A.155.045 or 28A.655.0611, acquisition of the certificate is required
12 for graduation from a public high school but is not the only
13 requirement for graduation.

14 (3) Beginning with the graduating class of 2008, with the exception
15 of students satisfying the provisions of RCW 28A.155.045, a student who
16 meets the state standards on the reading, writing, and mathematics
17 content areas of the high school Washington assessment of student
18 learning shall earn a certificate of academic achievement. If a
19 student does not successfully meet the state standards in one or more
20 content areas required for the certificate of academic achievement,
21 then the student may retake the assessment in the content area up to
22 four times at no cost to the student. If the student successfully
23 meets the state standards on a retake of the assessment then the
24 student shall earn a certificate of academic achievement. Once
25 objective alternative assessments are authorized pursuant to subsection
26 (10) of this section, a student may use the objective alternative
27 assessments to demonstrate that the student successfully meets the
28 state standards for that content area if the student has taken the
29 Washington assessment of student learning at least once. If the
30 student successfully meets the state standards on the objective
31 alternative assessments then the student shall earn a certificate of
32 academic achievement.

33 (4) Beginning no later than with the graduating class of 2013, a
34 student must meet the state standards in science in addition to the
35 other content areas required under subsection (3) of this section on
36 the Washington assessment of student learning or the objective
37 alternative assessments in order to earn a certificate of academic
38 achievement. The state board of education may adopt a rule that

1 implements the requirements of this subsection (4) beginning with a
2 graduating class before the graduating class of 2013, if the state
3 board of education adopts the rule by September 1st of the freshman
4 school year of the graduating class to which the requirements of this
5 subsection (4) apply. The state board of education's authority under
6 this subsection (4) does not alter the requirement that any change in
7 performance standards for the tenth grade assessment must comply with
8 RCW 28A.305.130.

9 (5) The state board of education may not require the acquisition of
10 the certificate of academic achievement for students in home-based
11 instruction under chapter 28A.200 RCW, for students enrolled in private
12 schools under chapter 28A.195 RCW, or for students satisfying the
13 provisions of RCW 28A.155.045.

14 (6) A student may retain and use the highest result from each
15 successfully completed content area of the high school assessment.

16 (7) School districts must make available to students the following
17 options:

18 (a) To retake the Washington assessment of student learning up to
19 four times in the content areas in which the student did not meet the
20 state standards if the student is enrolled in a public school; or

21 (b) To retake the Washington assessment of student learning up to
22 four times in the content areas in which the student did not meet the
23 state standards if the student is enrolled in a high school completion
24 program at a community or technical college. The superintendent of
25 public instruction and the state board for community and technical
26 colleges shall jointly identify means by which students in these
27 programs can be assessed.

28 (8) Students who achieve the standard in a content area of the high
29 school assessment but who wish to improve their results shall pay for
30 retaking the assessment, using a uniform cost determined by the
31 superintendent of public instruction.

32 (9) Opportunities to retake the assessment at least twice a year
33 shall be available to each school district.

34 (10)(a) The office of the superintendent of public instruction
35 shall develop options for implementing objective alternative
36 assessments, which may include an appeals process for students' scores,
37 for students to demonstrate achievement of the state academic
38 standards. The objective alternative assessments shall be comparable

1 in rigor to the skills and knowledge that the student must demonstrate
2 on the Washington assessment of student learning and be objective in
3 its determination of student achievement of the state standards.
4 Before any objective alternative assessments in addition to those
5 authorized in RCW 28A.655.065 or (b) of this subsection are used by a
6 student to demonstrate that the student has met the state standards in
7 a content area required to obtain a certificate, the legislature shall
8 formally approve the use of any objective alternative assessments
9 through the omnibus appropriations act or by statute or concurrent
10 resolution.

11 (b)(i) A student's score on the mathematics, reading or English, or
12 writing portion of the scholastic assessment test (SAT) or the American
13 college test (ACT) may be used as an objective alternative assessment
14 under this section for demonstrating that a student has met or exceeded
15 the state standards for the certificate of academic achievement. The
16 state board of education shall identify the scores students must
17 achieve on the relevant portion of the SAT or ACT to meet or exceed the
18 state standard in the relevant content area on the Washington
19 assessment of student learning. The state board of education shall
20 identify the first scores by December 1, 2007. After the first scores
21 are established, the state board may increase but not decrease the
22 scores required for students to meet or exceed the state standards.

23 (ii) Until August 31, 2008, a student's score on the mathematics
24 portion of the preliminary scholastic assessment test (PSAT) may be
25 used as an objective alternative assessment under this section for
26 demonstrating that a student has met or exceeded the state standard for
27 the certificate of academic achievement. The state board of education
28 shall identify the score students must achieve on the mathematics
29 portion of the PSAT to meet or exceed the state standard in that
30 content area on the Washington assessment of student learning.

31 (iii) A student who scores at least a three on the grading scale of
32 one to five for selected (~~(advance placement)~~) AP examinations may use
33 the score as an objective alternative assessment under this section for
34 demonstrating that a student has met or exceeded state standards for
35 the certificate of academic achievement. A score of three on the
36 (~~(advance placement)~~) AP examinations in calculus or statistics may be
37 used as an alternative assessment for the mathematics portion of the
38 Washington assessment of student learning. A score of three on the

1 ((~~advance placement~~)) AP examinations in English language and
2 composition may be used as an alternative assessment for the writing
3 portion of the Washington assessment of student learning. A score of
4 three on the ((~~advance placement~~)) AP examinations in English
5 literature and composition, macroeconomics, microeconomics, psychology,
6 United States history, world history, United States government and
7 politics, or comparative government and politics may be used as an
8 alternative assessment for the reading portion of the Washington
9 assessment of student learning.

10 (11) By December 15, 2004, the house of representatives and senate
11 education committees shall obtain information and conclusions from
12 recognized, independent, national assessment experts regarding the
13 validity and reliability of the high school Washington assessment of
14 student learning for making individual student high school graduation
15 determinations.

16 (12) To help assure continued progress in academic achievement as
17 a foundation for high school graduation and to assure that students are
18 on track for high school graduation, each school district shall prepare
19 plans for and notify students and their parents or legal guardians as
20 provided in this subsection (12).

21 (a) Student learning plans are required for eighth through twelfth
22 grade students who were not successful on any or all of the content
23 areas of the Washington assessment for student learning during the
24 previous school year or who may not be on track to graduate due to
25 credit deficiencies or absences. The parent or legal guardian shall be
26 notified about the information in the student learning plan, preferably
27 through a parent conference and at least annually. To the extent
28 feasible, schools serving English language learner students and their
29 parents shall translate the plan into the primary language of the
30 family. The plan shall include the following information as
31 applicable:

32 (i) The student's results on the Washington assessment of student
33 learning;

34 (ii) If the student is in the transitional bilingual program, the
35 score on his or her Washington language proficiency test II;

36 (iii) Any credit deficiencies;

37 (iv) The student's attendance rates over the previous two years;

1 (v) The student's progress toward meeting state and local
2 graduation requirements;

3 (vi) The courses, competencies, and other steps needed to be taken
4 by the student to meet state academic standards and stay on track for
5 graduation(. ~~If applicable, the plan shall also include the high~~
6 ~~school completion pilot program created under RCW 28B.50.534.~~

7 ~~(i) The parent or guardian shall be notified, preferably through a~~
8 ~~parent conference, of the student's results on the Washington~~
9 ~~assessment of student learning, actions the school intends to take to~~
10 ~~improve the student's skills in any content area in which the student~~
11 ~~was unsuccessful, strategies to help them improve their student's~~
12 ~~skills, and the content of the student's plan.~~

13 ~~(ii) Progress made on the student plan shall be reported to the~~
14 ~~student's parents or guardian at least annually and adjustments to the~~
15 ~~plan made as necessary));~~

16 (vii) Remediation strategies and alternative education options
17 available to students, including informing students of the option to
18 continue to receive instructional services after grade twelve or until
19 the age of twenty-one;

20 (viii) The alternative assessment options available to students
21 under this section and RCW 28A.655.065;

22 (ix) School district programs, high school courses, and career and
23 technical education options available for students to meet graduation
24 requirements; and

25 (x) Available programs offered through skill centers or community
26 and technical colleges.

27 (b) All fifth grade students who were not successful in one or more
28 of the content areas of the fourth grade Washington assessment of
29 student learning shall have a student learning plan.

30 (i) The parent or guardian of the student shall be notified,
31 preferably through a parent conference, of the student's results on the
32 Washington assessment of student learning, actions the school intends
33 to take to improve the student's skills in any content area in which
34 the student was unsuccessful, and provide strategies to help them
35 improve their student's skills.

36 (ii) Progress made on the student plan shall be reported to the
37 student's parents or guardian at least annually and adjustments to the
38 plan made as necessary.

1 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.320
2 RCW to read as follows:

3 (1) The extended learning opportunities program is created for
4 eligible eleventh and twelfth grade students who are not on track to
5 meet local or state graduation requirements as well as eighth grade
6 students who may not be on track to meet the standard on the Washington
7 assessment of student learning or need additional assistance in order
8 to have the opportunity for a successful entry into high school. The
9 program shall provide early notification of graduation status and
10 information on education opportunities including preapprenticeship
11 programs that are available.

12 (2) Under the extended learning opportunities program, districts
13 shall make available to students in grade twelve who have failed to
14 meet one or more local or state graduation requirements the option of
15 continuing enrollment in the school district in accordance with RCW
16 28A.225.160. Districts are authorized to use basic education program
17 funding to provide instruction to eligible students under RCW
18 28A.150.220(3).

19 (3) Under the extended learning program, instructional services for
20 eligible students can occur during the regular school day, evenings, on
21 weekends, or at a time and location deemed appropriate by the school
22 district, including the educational service district, in order to meet
23 the needs of these students. Instructional services provided under
24 this section do not include services offered at private schools.
25 Instructional services can include, but are not limited to, the
26 following:

- 27 (a) Individual or small group instruction;
- 28 (b) Instruction in English language arts and/or mathematics that
29 eligible students need to pass all or part of the Washington assessment
30 of student learning;
- 31 (c) Attendance in a public high school or public alternative school
32 classes or at a skill center;
- 33 (d) Inclusion in remediation programs, including summer school;
- 34 (e) Language development instruction for English language learners;
- 35 (f) Online curriculum and instructional support, including programs
36 for credit retrieval and Washington assessment of student learning
37 preparatory classes; and

1 (g) Reading improvement specialists available at the educational
2 service districts to serve eighth, eleventh, and twelfth grade
3 educators through professional development in accordance with RCW
4 28A.415.350. The reading improvement specialist may also provide
5 direct services to eligible students and those students electing to
6 continue a fifth year in a high school program who are still struggling
7 with basic reading skills.

8 **Sec. 4.** RCW 28A.165.035 and 2004 c 20 s 4 are each amended to read
9 as follows:

10 Use of best practices magnifies the opportunities for student
11 success. The following are services and activities that may be
12 supported by the learning assistance program:

- 13 (1) Extended learning time opportunities occurring:
 - 14 (a) Before or after the regular school day;
 - 15 (b) On Saturday; and
 - 16 (c) Beyond the regular school year;
- 17 (2) Services under section 3 of this act;
- 18 (3) Professional development for certificated and classified staff
19 that focuses on:
 - 20 (a) The needs of a diverse student population;
 - 21 (b) Specific literacy and mathematics content and instructional
22 strategies; and
 - 23 (c) The use of student work to guide effective instruction;
- 24 ~~((+3))~~ (4) Consultant teachers to assist in implementing effective
25 instructional practices by teachers serving participating students;
- 26 ~~((+4))~~ (5) Tutoring support for participating students; and
- 27 ~~((+5))~~ (6) Outreach activities and support for parents of
28 participating students.

29 NEW SECTION. **Sec. 5.** If funding is appropriated for this purpose,
30 the office of the superintendent of public instruction shall explore
31 online curriculum support in languages other than English that are
32 currently available. By December 1, 2008, the office of the
33 superintendent of public instruction shall report to the appropriate
34 committees of the legislature recommendations for other online support
35 in other languages that would most appropriately assist Washington's

1 English language learners. Included in the recommendations shall be
2 the actions that would need to be taken to access the recommended
3 online support and the cost.

4 NEW SECTION. **Sec. 6.** A new section is added to chapter 28A.655
5 RCW to read as follows:

6 (1) If funding is appropriated for this purpose, school districts
7 shall provide all tenth graders enrolled in the district the option of
8 taking the PSAT at no cost to the student.

9 (2) The office of the superintendent of public instruction shall
10 enter into an agreement with the firm that administers the PSAT to
11 reimburse the firm for the testing fees of students who take the test.

12 NEW SECTION. **Sec. 7.** (1) The legislature intends to build on the
13 lessons learned in the Lorraine Wojahn dyslexia pilot reading program,
14 which the legislature has funded since 2005.

15 (2) By September 15, 2008, each of the grant recipients shall
16 report to the office of the superintendent of public instruction on the
17 lessons learned in the pilot program regarding effective assessment and
18 intervention programs to help students with dyslexia or characteristics
19 of dyslexia, best practices for professional development, and
20 strategies to build capacity and sustainability among teaching staff.

21 (3) By December 31, 2008, the office of the superintendent of
22 public instruction shall aggregate the reports from the grant
23 recipients and provide a report and recommendations to the appropriate
24 committees of the legislature. The recommendations shall include how
25 the lessons learned through the pilot program are best shared with
26 school districts and how the best practices can be implemented
27 statewide.

28 NEW SECTION. **Sec. 8.** (1) The legislature finds that educators are
29 faced with the complex responsibility of educating an increasing
30 population of English language learners who speak a wide variety of
31 languages and dialects and may come with varying levels of formal
32 schooling, students who come from low-income households, and students
33 who have learning disabilities. These educators struggle to provide
34 meaningful instruction that helps students meet high content standards
35 while overcoming their challenges. The 2007 legislature directed the

1 professional educator standards board to begin the process of adopting
2 new certification requirements and revising the higher education
3 teacher preparation program requirements. Additionally, the office of
4 the superintendent of public instruction was directed to contract with
5 the northwest regional educational laboratory to review and report on
6 the ongoing English as a second language pilot projects and best
7 practices related to helping students who are English language
8 learners. It is therefore the intent of the legislature to build upon
9 the work started in 2007 by requiring that the professional educator
10 standards board consider the findings of the northwest regional
11 educational laboratory and incorporate into its ongoing work a review
12 of how to revise the current certification requirements and teacher
13 preparation programs in order to better serve the needs of English
14 language learners.

15 (2) The professional educator standards board shall convene a work
16 group to develop recommendations for increasing teacher knowledge,
17 skills, and competencies to address the needs of English language
18 learner students. The work group shall include representatives from
19 the Washington association of colleges for teacher education, school
20 districts with significant populations of English language learner
21 students who speak a single language, school districts with significant
22 populations of English language learner students who speak multiple
23 languages, classroom teachers, English as a second language teachers,
24 bilingual education teachers, principals, the migrant and bilingual
25 education office in the office of the superintendent of public
26 instruction, and the higher education coordinating board. In making
27 its selections, the professional educator standards board must include
28 members from diverse cultural backgrounds and strive to promote
29 geographic balance. The professional educator standards board shall
30 invite participation by the northwest regional educational laboratory.

31 (3) The work group shall identify gaps and weaknesses in the
32 current knowledge and skills standards for teacher preparation and
33 teacher competencies regarding understanding how students acquire
34 language, how to teach academic content in English to non-English
35 speakers, and how to demonstrate cultural competence. The work group
36 shall look to the English as a second language demonstration projects
37 under RCW 28A.630.058 and the accompanying research and evaluation by
38 the northwest regional educational laboratory.

1 (4) The work group shall submit a report by December 1, 2008, to
2 the governor and the education and higher education committees of the
3 legislature with findings and recommendations to improve the teacher
4 preparation knowledge and skills standards and teacher competencies in
5 the areas identified under subsection (2) of this section.
6 Recommendations shall also include what professional development
7 program components are most effective for existing educators of English
8 language learners.

9 **Sec. 9.** RCW 28B.118.010 and 2007 c 405 s 2 are each amended to
10 read as follows:

11 The higher education coordinating board shall design the Washington
12 college bound scholarship program in accordance with this section.

13 (1) "Eligible students" are those students who qualify for free or
14 reduced-price lunches. If a student qualifies in the seventh grade,
15 the student remains eligible even if the student does not receive free
16 or reduced-price lunches thereafter.

17 (2) Eligible students shall be notified of their eligibility for
18 the Washington college bound scholarship program beginning in their
19 seventh grade year. Students shall also be notified of the
20 requirements for award of the scholarship.

21 (3) To be eligible for a Washington college bound scholarship, a
22 student must sign a pledge during seventh or eighth grade that includes
23 a commitment to graduate from high school with at least a C average and
24 with no felony convictions. Students who were in the eighth grade
25 during the 2007-08 school year may sign the pledge during the 2008-09
26 school year. The pledge must be witnessed by a parent or guardian and
27 forwarded to the higher education coordinating board by mail or
28 electronically, as indicated on the pledge form.

29 (4)(a) Scholarships shall be awarded to eligible students
30 graduating from public high schools, approved private high schools
31 under chapter 28A.195 RCW, or who received home-based instruction under
32 chapter 28A.200 RCW.

33 (b) To receive the Washington college bound scholarship, a student
34 must graduate with at least a "C" average from a public high school or
35 an approved private high school under chapter 28A.195 RCW in Washington
36 or have received home-based instruction under chapter 28A.200 RCW, must

1 have no felony convictions, and must be a resident student as defined
2 in RCW 28B.15.012(2) (a) through (d).

3 (5) A student's family income will be assessed upon graduation
4 before awarding the scholarship.

5 (6) If at graduation from high school the student's family income
6 does not exceed sixty-five percent of the state median family income,
7 scholarship award amounts shall be as provided in this section.

8 (a) For students attending two or four-year institutions of higher
9 education as defined in RCW 28B.10.016, the value of the award shall be
10 (i) the difference between the student's tuition and required fees,
11 less the value of any state-funded grant, scholarship, or waiver
12 assistance the student receives; (ii) plus five hundred dollars for
13 books and materials.

14 (b) For students attending private four-year institutions of higher
15 education in Washington, the award amount shall be the representative
16 average of awards granted to students in public research universities
17 in Washington.

18 (c) For students attending private vocational schools in
19 Washington, the award amount shall be the representative average of
20 awards granted to students in public community and technical colleges
21 in Washington.

22 (7) Recipients may receive no more than four full-time years' worth
23 of scholarship awards.

24 (8) Institutions of higher education shall award the student all
25 need-based and merit-based financial aid for which the student would
26 otherwise qualify. The Washington college bound scholarship is
27 intended to replace unmet need, loans, and, at the student's option,
28 work-study award before any other grants or scholarships are reduced.

29 (9) The first scholarships shall be awarded to students graduating
30 in 2012.

31 (10) The state of Washington retains legal ownership of tuition
32 units awarded as scholarships under this chapter until the tuition
33 units are redeemed. These tuition units shall remain separately held
34 from any tuition units owned under chapter 28B.95 RCW by a Washington
35 college bound scholarship recipient.

36 (11) The scholarship award must be used within five years of
37 receipt. Any unused scholarship tuition units revert to the Washington
38 college bound scholarship account.

1 (12) Should the recipient terminate his or her enrollment for any
2 reason during the academic year, the unused portion of the scholarship
3 tuition units shall revert to the Washington college bound scholarship
4 account.

5 **Sec. 10.** RCW 28A.165.055 and 2005 c 489 s 1 are each amended to
6 read as follows:

7 (1) Each school district with an approved program is eligible for
8 state funds provided for the learning assistance program. The funds
9 shall be appropriated for the learning assistance program in accordance
10 with the biennial appropriations act. The distribution formula is for
11 school district allocation purposes only. The distribution formula
12 shall be based on one or more family income factors measuring economic
13 need.

14 (2) In addition to the funds allocated to eligible school districts
15 on the basis of family income factors, enhanced funds shall be
16 allocated for school districts where more than twenty percent of
17 students are eligible for and enrolled in the transitional bilingual
18 instruction program under chapter 28A.180 RCW as provided in this
19 subsection. The enhanced funding provided in this subsection shall
20 take effect beginning in the 2008-09 school year.

21 (a) If, in the prior school year, a district's percent of October
22 headcount student enrollment in grades kindergarten through twelve who
23 are enrolled in the transitional bilingual instruction program, based
24 on an average of the program headcount taken in October and May,
25 exceeds twenty percent, twenty percent shall be subtracted from the
26 district's percent transitional bilingual instruction program
27 enrollment and the resulting percent shall be multiplied by the
28 district's kindergarten through twelve annual average full-time
29 equivalent enrollment for the prior school year.

30 (b) The number calculated under (a) of this subsection shall be the
31 number of additional funded students for purposes of this subsection,
32 to be multiplied by the per-funded student allocation rates specified
33 in the omnibus appropriations act.

34 (c) School districts are only eligible for the enhanced funds under
35 this subsection if their percentage of October headcount enrollment in
36 grades kindergarten through twelve eligible for free or reduced price
37 lunch exceeded forty percent in the prior school year.

1 NEW SECTION. **Sec. 11.** A new section is added to chapter 28A.310
2 RCW to read as follows:

3 Educational service districts shall develop and provide a program
4 of outreach to community-based programs and organizations within the
5 district that are serving non-English speaking segments of the
6 population as well as those programs that target subgroups of students
7 that may be struggling academically, including to the extent possible,
8 African-American, Native American, Asian, Pacific Islander, Hispanic,
9 low income, and special education. Educational service districts shall
10 consult and coordinate with the governor's minority commissions and the
11 governor's office of Indian affairs in order to efficiently conduct
12 this outreach and are encouraged to enter into partnerships with
13 representatives of the local business communities in order to develop
14 a coordinated outreach plan. The purpose of the outreach activities
15 shall be to inform students via the various community-based programs
16 and organizations of the educational opportunities available under
17 chapter . . . , Laws of 2008 (this act) and to engage them in the
18 process as appropriate. Outreach shall at a minimum include
19 information about the availability of dropout and credit retrieval
20 programs, remediation programs, and extended learning opportunities,
21 including fifth year opportunities.

22 NEW SECTION. **Sec. 12.** A new section is added to chapter 28A.300
23 RCW to read as follows:

24 Subject to funds appropriated for this purpose, the office of the
25 superintendent of public instruction shall allocate grant funds to
26 school districts to provide summer school funding for middle and high
27 schools for all students to explore career opportunities rich in math,
28 science, and technology using career and technical education as the
29 delivery model."

30 Correct the title.

EFFECT: Rather than specifying a separate notification process
for 8th, 11th, and 12th grade students, modifies the current
requirements for Student Learning Plans to include information about

test scores, credit deficiencies, progress toward graduation, alternative assessment options, and possible remediation strategies. Requires translation into other languages to the extent feasible.

Beginning in the 2008-09 school year, provides enhanced funds to be allocated through the LAP formula for school districts where more than 20 percent of students are enrolled in the Transitional Bilingual Program and the percent of K-12 enrollment eligible for Free or Reduced-Price Lunch exceeds 40 percent.

If funding is provided, directs the SPI to allocate grants for summer exploratory CTE programs in math, science, and technology in middle and high schools.

If funding is provided, school districts offer the PSAT to 10th grade, rather than 9th grade students. Requires a final report from the PESB regarding teacher competencies in teaching ELL students by December 1, 2008, rather than 2009.

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