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SECOND SUBSTITUTE HOUSE BILL 2826

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State of Washington

60th Legislature

2008 Regular Session

**By** House Appropriations (originally sponsored by Representatives Priest, Ormsby, Sullivan, Haigh, Fromhold, Quall, Wallace, Kenney, Anderson, Conway, Haler, Wood, Roach, and Simpson; by request of Superintendent of Public Instruction)

READ FIRST TIME 02/12/08.

1 AN ACT Relating to secondary career and technical education;  
2 amending RCW 28C.04.100, 28C.04.110, 28A.230.097, 28A.655.065,  
3 28A.600.045, 28B.102.020, 28B.102.040, and 28A.505.220; amending 2007  
4 c 354 s 12 (uncodified); adding new sections to chapter 28B.50 RCW;  
5 adding new sections to chapter 28A.245 RCW; adding a new chapter to  
6 Title 28A RCW; creating new sections; recodifying RCW 28C.04.100,  
7 28C.04.110, and 28C.22.020; repealing RCW 28C.22.005 and 28C.22.010;  
8 providing an effective date; and providing an expiration date.

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

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

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

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

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

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

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

35 **PART I**

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

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

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

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

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

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

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

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

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

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

36       (v) Annual local school board approval;

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

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

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

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

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

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

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

31 NEW SECTION. Sec. 102. (1) The office of the superintendent of  
32 public instruction, in 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, 306, and  
9 309 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 by the workforce  
13 training and education coordinating board, including but not limited to  
14 student academic and skill attainment, graduation rates, postgraduation  
15 employment or enrollment in postsecondary education, and other measures  
16 and targets as required by the federal Carl Perkins act.

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

25           NEW SECTION. Sec. 105. Subject to funds appropriated for this  
26 purpose, the office of the superintendent of public instruction shall  
27 allocate grants to middle schools, high schools, or skill centers, to  
28 develop or upgrade high-demand career and technical education programs  
29 as identified under section 102 of this act. Grant funds shall be  
30 allocated on a one-time basis and may be used to purchase or improve  
31 curriculum, create preapprenticeship programs, upgrade technology and  
32 equipment to meet industry standards, and for other purposes intended  
33 to initiate a new program or improve the rigor and quality of a  
34 high-demand program. Priority in allocating the funds shall be given  
35 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.** 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 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 19.24 full-time  
14 equivalent career and technical education students.

15 NEW SECTION. **Sec. 107.** (1) The office of the superintendent of  
16 public instruction, the state board for community and technical  
17 colleges, the higher education coordinating board, and the council of  
18 presidents shall work with local school districts, workforce education  
19 programs in colleges, tech prep consortia, and four-year institutions  
20 of higher education to develop model career and technical education  
21 programs of study as described by this section.

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

23 (a) Incorporate secondary and postsecondary education elements;

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

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

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

32 (3) During the 2008-09 school year, model career and technical  
33 education programs of study shall be developed for the following  
34 high-demand programs: Construction, health care, and information  
35 technology. Each school year thereafter, the office of the  
36 superintendent of public instruction, the state board for community and

1 technical colleges, and the workforce training and education  
2 coordinating board shall select additional programs of study to  
3 develop, with a priority on high-demand programs as identified under  
4 section 102 of this act.

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

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

12 (2) Community and technical colleges shall create agreements with  
13 high schools and skill centers to offer dual high school and college  
14 credit for secondary career and technical courses. Agreements shall be  
15 subject to approval by the chief instructional officer of the college  
16 and the principal of the high school or the executive director of the  
17 skill center.

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

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

25 **PART II**

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

27 NEW SECTION. **Sec. 201.** (1) The office of the superintendent of  
28 public instruction shall support school district efforts under RCW  
29 28A.230.097 to adopt course equivalencies for career and technical  
30 courses by:

31 (a) Recommending career and technical curriculum suitable for  
32 course equivalencies;

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



1 (c) In collaboration with the Washington association for career and  
2 technical education, providing professional development, technical  
3 assistance, and guidance for school districts seeking to expand their  
4 lists of equivalent courses.

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

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

19 (4) Subject to funds appropriated for this purpose, the office of  
20 the superintendent of public instruction shall allocate grant funds to  
21 school districts to provide summer school funding for middle and high  
22 schools for all students to explore career opportunities rich in math,  
23 science, and technology using career and technical education as the  
24 delivery model.

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

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

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

1 designation and title. Full or partial credit shall be recorded as  
2 appropriate. The high school or school district shall also issue and  
3 keep record of course completion certificates that demonstrate that the  
4 career and technical courses were successfully completed as needed for  
5 industry certification, college credit, or preapprenticeship, as  
6 applicable. The certificate shall be part of the student's high school  
7 and beyond plan.

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

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

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

29 (2) The goal of secondary I-BEST is to enable and motivate  
30 secondary students who are struggling with language and academic skills  
31 to earn a high school diploma and be prepared for workforce entry or  
32 further education and training in a career and technical field. Under  
33 the pilot project, academic, career and technical, and English-as-a  
34 second-language teachers shall provide instruction through team and  
35 coteaching. Course content shall be integrated across the three  
36 domains of career and technical, academic, and language.

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

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

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

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

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

34 (2) Under RCW 28A.655.061, beginning in the 2006-07 school year,  
35 the superintendent of public instruction shall implement objective  
36 alternative assessment methods as provided in this section for students  
37 to demonstrate achievement of the state standards in content areas in

1 which the student has not yet met the standard on the high school  
2 Washington assessment of student learning. A student may access an  
3 alternative if the student meets applicable eligibility criteria in RCW  
4 28A.655.061 and this section and other eligibility criteria established  
5 by the superintendent of public instruction, including but not limited  
6 to attendance criteria and participation in the remediation or  
7 supplemental instruction contained in the student learning plan  
8 developed under RCW 28A.655.061. A school district may waive  
9 attendance and/or remediation criteria for special, unavoidable  
10 circumstances.

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

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

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

31 (b) The district shall compare the applicant's grades in high  
32 school courses in the applicable content area to the grades of students  
33 in the comparison cohort for the same high school courses. If the  
34 applicant's grades are equal to or above the mean grades of the  
35 comparison cohort, the applicant shall be deemed to have met the state  
36 standard on the alternative assessment.

37 (c) An applicant may not use the alternative assessment under this

1 subsection (4) if there are fewer than six students in the comparison  
2 cohort.

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

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

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

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

34 (d) Using an open and public process that includes consultation  
35 with district superintendents, school principals, and other educators,  
36 the state board of education shall consider the guidelines, protocols,  
37 scoring criteria, and other information regarding the collection of  
38 work samples submitted by the superintendent of public instruction.

1 The collection of work samples may be implemented as an alternative  
2 assessment after the state board of education has approved the  
3 guidelines, protocols, and scoring criteria and determined that the  
4 collection of work samples: (i) Will meet professionally accepted  
5 standards for a valid and reliable measure of the grade level  
6 expectations and the essential academic learning requirements; and (ii)  
7 is comparable to or exceeds the rigor of the skills and knowledge that  
8 a student must demonstrate on the Washington assessment of student  
9 learning in the applicable content area. The state board shall make an  
10 approval decision and determination no later than December 1, 2006, and  
11 thereafter may increase the required rigor of the collection of work  
12 samples.

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

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

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

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

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

35 ~~(iv) Is related to the essential academic learning requirements and  
36 state standards that students must meet to earn a certificate of  
37 academic achievement or certificate of individual achievement, but also~~

1 ~~represents the knowledge and skills that successful individuals in the~~  
2 ~~career and technical field of the approved program are expected to~~  
3 ~~possess.~~

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

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

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

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

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

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

34 (7) The superintendent of public instruction shall study the  
35 feasibility of using existing mathematics assessments in languages  
36 other than English as an additional alternative assessment option. The  
37 study shall include an estimation of the cost of translating the tenth

1 grade mathematics assessment into other languages and scoring the  
2 assessments should they be implemented.

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

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

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

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

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

24 **PART III**

25 **EXPANDING ACCESS AND AWARENESS**

26 NEW SECTION. **Sec. 301.** (1) The office of the superintendent of  
27 public instruction shall develop and conduct an ongoing campaign for  
28 career and technical education to increase awareness among teachers,  
29 counselors, students, parents, principals, school administrators, and  
30 the general public about the opportunities offered by rigorous career  
31 and technical education programs. Messages in the campaign shall  
32 emphasize career and technical education as a high quality educational  
33 pathway for students, including for students who seek advanced  
34 education that includes a bachelor's degree or beyond. In particular,  
35 the office shall provide information about the following:



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

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

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

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

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

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

18 (3) The office shall seek advice, participation, and financial  
19 assistance from the workforce training and education coordinating  
20 board, higher education institutions, foundations, employers,  
21 apprenticeship and training councils, workforce development councils,  
22 and business and labor organizations for the campaign.

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

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

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

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

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

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

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

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

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

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

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

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

34 (d) Data collection that allows schools to monitor students'  
35 progress.

36 (3) The office of the superintendent of public instruction shall

1 provide support for comprehensive guidance and planning programs in  
2 public schools, including providing ongoing development and improvement  
3 of the curriculum described in subsection (2) of this section.

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

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

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

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

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

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

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

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

1 (b) The community or technical college does not offer the  
2 particular industry certificate program or courses proposed by the  
3 skill center.

4 (3) Under the terms of the agreement, the community or technical  
5 college shall report the enrolled student as a state-supported student  
6 and may charge the student tuition and fees. The college shall  
7 transmit to the skill center an agreed-upon amount per enrolled full-  
8 time equivalent student to pay for the student's courses at the skill  
9 center.

10 NEW SECTION. Sec. 306. (1) Subject to funds appropriated for this  
11 purpose, career and technical education teacher candidates selected  
12 under this section are eligible for future teachers' conditional  
13 scholarships under chapter 28B.102 RCW for tuition and fees necessary  
14 to complete an approved program for initial certification. The  
15 conditions and limitations of the future teachers' conditional  
16 scholarship program apply to candidates selected under this section.

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

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

23 Unless the context clearly requires otherwise, the definitions in  
24 this section apply throughout this chapter.

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

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

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

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

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

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

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

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

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

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

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

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

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

35 (12) "Teacher shortage area" means a shortage of elementary or  
36 secondary school teachers in a specific subject area, discipline,  
37 classification, or geographic area as defined by the office of the  
38 superintendent of public instruction.

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

3           (1) The board may select participants based on an application  
4 process conducted by the board or the board may utilize selection  
5 processes for similar students in cooperation with the professional  
6 educator standards board or the office of the superintendent of public  
7 instruction. For career and technical education teacher candidates,  
8 the board shall rely on the selection process under section 306 of this  
9 act.

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

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

25           NEW SECTION. **Sec. 309.** (1) Subject to funds appropriated for this  
26 purpose, the in-demand scholars program is created. The purpose of the  
27 program is to replicate a successful pilot program to attract high  
28 school students into high-demand fields, as identified under section  
29 102 of this act, that require one to three years of postsecondary  
30 education, including apprenticeships. The program shall be  
31 administered by the workforce training and education coordinating  
32 board.

33           (2) The workforce training and education coordinating board, in  
34 consultation with representatives from the statewide association of  
35 workforce development councils, the Washington state labor council, and  
36 a statewide business association, shall:

1 (a) Develop a model in-demand scholars program to be implemented by  
2 local workforce development councils. The model program shall be  
3 sufficiently flexible that councils may customize the design to meet  
4 the unique needs and available resources in each region. Under the  
5 model program, workforce development councils identify local industries  
6 in high-demand fields that are having difficulty filling employee  
7 positions that require one to three years of postsecondary education or  
8 apprenticeship. Representatives of such industries present the  
9 employment opportunities available in their industry to local high  
10 school students and inform students about possible job shadowing or  
11 internship opportunities in the industry. Students who participate in  
12 a job shadow or internship under a model program are eligible to  
13 receive an in-demand scholarship if the students enroll in a  
14 postsecondary education program or apprenticeship in one of the high-  
15 demand fields identified in the model program. Local workforce  
16 development councils award the scholarships. Scholarships shall not  
17 exceed an amount specified in the omnibus appropriations act and shall  
18 be used to offset tuition and related education and training expenses  
19 for a maximum of two years;

20 (b) Determine and make the initial allocation for the in-demand  
21 scholars program to each workforce development council, based on its  
22 projected outcomes and other criteria. Funding may be reallocated  
23 among workforce development councils if necessary based on actual  
24 results achieved; and

25 (c) Require that local workforce development councils submit  
26 quarterly reports on the in-demand scholars program, including but not  
27 limited to the industries participating and the projected and actual  
28 number of students served, students completing job shadows or  
29 internships, students entering and completing postsecondary education,  
30 students entering the targeted career, and students continuing on to  
31 four-year degrees or other additional education.

32 NEW SECTION. **Sec. 310.** (1) The office of the superintendent of  
33 public instruction shall conduct a feasibility study to create  
34 technical high schools in Washington state. In conducting the study,  
35 the office shall convene an advisory committee including  
36 representatives from school districts, high schools, skill centers,  
37 community and technical colleges, workforce development councils, the

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

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

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

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

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

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

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

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

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

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

31 **PART IV**  
32 **MISCELLANEOUS**

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

35 (1) Total distributions from the student achievement fund to each  
36 school district shall be based upon the average number of full-time



1 equivalent students in the school district during the previous school  
2 year as reported to the office of the superintendent of public  
3 instruction by August 31st of the previous school year. The  
4 superintendent of public instruction shall ensure that moneys generated  
5 by skill center students are returned to skill centers.

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

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

16 (b) Distributions from the education legacy trust account created  
17 in RCW 83.100.230.

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

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

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

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

34 (2) The advisory committee shall consist of the following nine  
35 members:

36 (a) Four members of the legislature, with two members each

1 appointed by the respective caucuses of the house of representatives  
2 and the senate;

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

5 (c) One member appointed by the workforce training and education  
6 coordinating board; and

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

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

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

18 (5) By January 15, 2008, the advisory committee shall provide an  
19 initial report to the governor and the legislature and, if necessary,  
20 a work plan with additional reporting deadlines(~~(, which shall not~~  
21 ~~extend beyond December 15, 2008)~~). By December 1, 2009, the advisory  
22 committee shall report to the governor and the legislature with an  
23 evaluation of the status of the recommendations made in the initial  
24 report and any additional recommendations the advisory committee finds  
25 necessary to accomplish the goals of this section.

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

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

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

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

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

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

5        NEW SECTION.    **Sec. 408.** Sections 102, 104 through 107, 201, 204,  
6 301, 302, 306, 309, and 406 of this act constitute a new chapter in  
7 Title 28A RCW.

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

10       NEW SECTION.    **Sec. 410.** If specific funding for purposes of  
11 section 105 of this act, referencing section 105 of this act by bill or  
12 chapter and section number, is not provided by June 30, 2008, in the  
13 omnibus operating appropriations act, section 105 of this act is null  
14 and void.

15       NEW SECTION.    **Sec. 411.** If specific funding for purposes of  
16 section 106 of this act, referencing section 106 of this act by bill or  
17 chapter and section number, is not provided by June 30, 2008, in the  
18 omnibus operating appropriations act, section 106 of this act is null  
19 and void.

20       NEW SECTION.    **Sec. 412.** If specific funding for purposes of  
21 section 107 of this act, referencing section 107 of this act by bill or  
22 chapter and section number, is not provided by June 30, 2008, in the  
23 omnibus operating appropriations act, section 107 of this act is null  
24 and void.

25       NEW SECTION.    **Sec. 413.** If specific funding for purposes of  
26 section 201 of this act, referencing section 201 of this act by bill or  
27 chapter and section number, is not provided by June 30, 2008, in the  
28 omnibus operating appropriations act, section 201 of this act is null  
29 and void.

1        NEW SECTION.    **Sec. 414.** If specific funding for purposes of  
2 section 204 of this act, referencing section 204 of this act by bill or  
3 chapter and section number, is not provided by June 30, 2008, in the  
4 omnibus operating appropriations act, section 204 of this act is null  
5 and void.

6        NEW SECTION.    **Sec. 415.** If specific funding for purposes of  
7 section 301 of this act, referencing section 301 of this act by bill or  
8 chapter and section number, is not provided by June 30, 2008, in the  
9 omnibus operating appropriations act, section 301 of this act is null  
10 and void.

11       NEW SECTION.    **Sec. 416.** If specific funding for purposes of  
12 section 302 of this act, referencing section 302 of this act by bill or  
13 chapter and section number, is not provided by June 30, 2008, in the  
14 omnibus operating appropriations act, section 302 of this act is null  
15 and void.

16       NEW SECTION.    **Sec. 417.** If specific funding for purposes of  
17 section 306 of this act, referencing section 306 of this act by bill or  
18 chapter and section number, is not provided by June 30, 2008, in the  
19 omnibus operating appropriations act, sections 306, 307, and 308 of  
20 this act are null and void.

21       NEW SECTION.    **Sec. 418.** If specific funding for purposes of  
22 section 309 of this act, referencing section 309 of this act by bill or  
23 chapter and section number, is not provided by June 30, 2008, in the  
24 omnibus operating appropriations act, section 309 of this act is null  
25 and void.

26       NEW SECTION.    **Sec. 419.** If specific funding for purposes of  
27 section 310 of this act, referencing section 310 of this act by bill or  
28 chapter and section number, is not provided by June 30, 2008, in the  
29 omnibus operating appropriations act, section 310 of this act is null  
30 and void.

31       NEW SECTION.    **Sec. 420.** If specific funding for the purposes of

1 this act, referencing this act by bill or chapter number, is not  
2 provided by June 30, 2008, in the omnibus appropriations act, this act  
3 is null and void.

--- END ---