
SUBSTITUTE HOUSE BILL 3059

State of Washington

61st Legislature

2010 Regular Session

By House Education (originally sponsored by Representatives Orwall, White, Dickerson, Kagi, Dammeier, Priest, Kenney, Conway, Maxwell, Sullivan, and Rolfes)

READ FIRST TIME 02/03/10.

1 AN ACT Relating to expanding options for educator preparation and
2 recruitment; amending RCW 28A.660.020, 28B.76.230, and 28B.76.335;
3 reenacting and amending RCW 28A.660.040, 28A.660.050, and 28B.50.020;
4 adding new sections to chapter 28A.410 RCW; adding a new section to
5 chapter 28B.76 RCW; adding a new section to chapter 28B.50 RCW; and
6 repealing RCW 28A.660.010, 28A.415.100, 28A.415.105, 28A.415.125,
7 28A.415.130, 28A.415.135, 28A.415.140, 28A.415.145, and 28A.660.030.

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

9 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.410
10 RCW to read as follows:

11 (1) Beginning with the 2011-12 school year, all professional
12 educator standards board-approved teacher preparation programs must
13 administer to all preservice candidates the evidence-based assessment
14 of teaching effectiveness adopted by the professional educator
15 standards board. Candidates completing teacher preparation programs in
16 the 2012-13 school year and thereafter must successfully pass this
17 assessment. Assessment results from persons completing each
18 preparation program must be reported annually by the professional

1 educator standards board to the governor and the education and fiscal
2 committees of the legislature by December 1st.

3 (2) The professional educator standards board and the
4 superintendent of public instruction, as determined by the board, may
5 contract with one or more third parties for:

6 (a) The administration, scoring, and reporting of scores of the
7 assessment under this section;

8 (b) Related clerical and administrative activities; or

9 (c) Any combination of the purposes of this subsection (2).

10 (3) Candidates for residency certification who are required to
11 successfully complete the assessment under this section, and who are
12 charged a fee for the assessment by a third party contracted with under
13 this section, shall pay the fee charged by the contractor directly to
14 the contractor. Such fees shall be reasonably related to the actual
15 costs of the contractor in providing the assessment.

16 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.410
17 RCW to read as follows:

18 By September 30, 2010, the professional educator standards board
19 shall review and revise teacher and administrator preparation program
20 approval standards and proposal review procedures at the residency
21 certificate level to ensure they are rigorous and appropriate standards
22 for an expanded range of potential providers, including community
23 colleges and nonhigher education providers. All approved providers
24 must adhere to the same standards and comply with the same
25 requirements.

26 Beginning September 30, 2010, the professional educator standards
27 board must accept proposals for community college or nonhigher
28 education providers of educator preparation programs. Proposals must
29 be processed and considered by the board as expeditiously as possible.

30 By September 1, 2011, all professional educator standards board-
31 approved residency teacher preparation programs at institutions of
32 higher education as defined in RCW 28B.10.016 that are not a partner in
33 an alternative route program approved by the board must submit a
34 proposal to the board to offer one or more of the alternative route
35 programs that meet the requirements of RCW 28A.660.020 and 28A.660.040.

1 **Sec. 3.** RCW 28A.660.020 and 2006 c 263 s 816 are each amended to
2 read as follows:

3 (1) ~~((Each))~~ The professional educator standards board shall
4 transition the alternative route partnership grant program from a
5 separate competitive grant program to a preparation program model to be
6 expanded among approved preparation program providers. Alternative
7 routes are partnerships between professional educator standards board-
8 approved preparation programs, Washington school districts, and other
9 partners as appropriate.

10 (2) Each prospective teacher preparation program provider, in
11 cooperation with a Washington school district or consortia of school
12 districts applying ~~((for—the))~~ to operate alternative route
13 certification program shall ~~((submit—a))~~ include in its proposal to the
14 Washington professional educator standards board ~~((specifying))~~:

15 (a) The route or routes the partnership program intends to offer
16 and a detailed description of how the routes will be structured and
17 operated by the partnership;

18 (b) The estimated number of candidates that will be enrolled per
19 route;

20 (c) An identification, indication of commitment, and description of
21 the role of approved teacher preparation programs ~~((that—are))~~ and
22 partnering ~~((with—the))~~ district or consortia of districts;

23 (d) An assurance ~~((of))~~ that the district ~~((provision—of))~~ or
24 approved preparation program provider will provide adequate training
25 for mentor teachers ~~((either through participation in a state mentor~~
26 ~~training academy or district provided training that meets state-~~
27 ~~established mentor training standards))~~ specific to the mentoring of
28 alternative route candidates;

29 (e) An assurance that significant time will be provided for mentor
30 teachers to spend with the alternative route teacher candidates
31 throughout the internship. Partnerships must provide each candidate
32 with intensive classroom mentoring until such time as the candidate
33 demonstrates the competency necessary to manage the classroom with less
34 intensive supervision and guidance from a mentor;

35 (f) A description of the rigorous screening process for applicants
36 to alternative route programs, including entry requirements specific to
37 each route, as provided in RCW 28A.660.040; ~~((and))~~

1 (g) A summary of procedures that provide flexible completion
2 opportunities for candidates to achieve a residency certificate; and

3 (h) The design and use of a teacher development plan for each
4 candidate. The plan shall specify the alternative route coursework and
5 training required of each candidate and shall be developed by comparing
6 the candidate's prior experience and coursework with the state's new
7 performance-based standards for residency certification and adjusting
8 any requirements accordingly. The plan may include the following
9 components:

10 (i) A minimum of one-half of a school year, and an additional
11 significant amount of time if necessary, of intensive mentorship during
12 field experience, starting with full-time mentoring and progressing to
13 increasingly less intensive monitoring and assistance as the intern
14 demonstrates the skills necessary to take over the classroom with less
15 intensive support. ~~((For route one and two candidates,))~~ Before the
16 supervision is diminished, the mentor of the teacher candidate at the
17 school and the supervisor of the teacher candidate from the ~~((higher~~
18 ~~education))~~ teacher preparation program must both agree that the
19 teacher candidate is ready to manage the classroom with less intensive
20 supervision~~((For route three and four candidates, the mentor of the~~
21 ~~teacher candidate shall make the decision))~~;

22 (ii) Identification of performance indicators based on the
23 knowledge and skills standards required for residency certification by
24 the Washington professional educator standards board;

25 (iii) Identification of benchmarks that will indicate when the
26 standard is met for all performance indicators;

27 (iv) A description of strategies for assessing candidate
28 performance on the benchmarks;

29 (v) Identification of one or more tools to be used to assess a
30 candidate's performance once the candidate has been in the classroom
31 for about one-half of a school year; ~~((and))~~

32 (vi) A description of the criteria that would result in residency
33 certification after about one-half of a school year but before the end
34 of the program; and

35 (vii) A description of how the district intends for the alternative
36 route program to support its workforce development plan and how the
37 presence of alternative route interns will advance its school
38 improvement plans.

1 ~~((2))~~ (3) To the extent funds are appropriated for this purpose,
2 ~~((districts))~~ alternative route programs may apply for program funds to
3 pay stipends to trained mentor teachers of interns during the mentored
4 internship. The per intern amount of mentor stipend provided by state
5 funds shall not exceed five hundred dollars.

6 **Sec. 4.** RCW 28A.660.040 and 2009 c 192 s 1 and 2009 c 166 s 1 are
7 each reenacted and amended to read as follows:

8 ~~((Partnership grants funded))~~ Alternative route programs under this
9 chapter shall operate one to four specific route programs. Successful
10 completion of the program shall make a candidate eligible for residency
11 teacher certification. ~~((For route one and two candidates,))~~ The
12 mentor of the teacher candidate at the school and the supervisor of the
13 teacher candidate from the ~~((higher education))~~ teacher preparation
14 program must both agree that the teacher candidate has successfully
15 completed the program. ~~((For route three and four candidates, the
16 mentor of the teacher candidate shall make the determination that the
17 candidate has successfully completed the program.))~~

18 (1) ~~((Partnership grant programs seeking funds to operate))~~
19 Alternative route programs operating route one programs shall enroll
20 currently employed classified instructional employees with transferable
21 associate degrees seeking residency teacher certification with
22 endorsements in special education, bilingual education, or English as
23 a second language. It is anticipated that candidates enrolled in this
24 route will complete both their baccalaureate degree and requirements
25 for residency certification in two years or less, including a mentored
26 internship to be completed in the final year. In addition, partnership
27 programs shall uphold entry requirements for candidates that include:

28 (a) District or building validation of qualifications, including
29 one year of successful student interaction and leadership as a
30 classified instructional employee;

31 (b) Successful passage of the statewide basic skills exam~~((, when
32 available))~~; and

33 (c) Meeting the age, good moral character, and personal fitness
34 requirements adopted by rule for teachers.

35 (2) ~~((Partnership grant programs seeking funds to operate))~~
36 Alternative route programs operating route two programs shall enroll
37 currently employed classified staff with baccalaureate degrees seeking

1 residency teacher certification in subject matter shortage areas and
2 areas with shortages due to geographic location. Candidates enrolled
3 in this route must complete a mentored internship complemented by
4 flexibly scheduled training and coursework offered at a local site,
5 such as a school or educational service district, or online or via
6 video-conference over the K-20 network, in collaboration with the
7 partnership program's higher education partner. In addition,
8 partnership grant programs shall uphold entry requirements for
9 candidates that include:

10 (a) District or building validation of qualifications, including
11 one year of successful student interaction and leadership as classified
12 staff;

13 (b) A baccalaureate degree from a regionally accredited institution
14 of higher education. The individual's college or university grade
15 point average may be considered as a selection factor;

16 (c) Successful completion of the ~~((content test, once the state
17 content test is available))~~ subject matter assessment required by RCW
18 28A.410.220(3);

19 (d) Meeting the age, good moral character, and personal fitness
20 requirements adopted by rule for teachers; and

21 (e) Successful passage of the statewide basic skills exam(~~(, when
22 available))~~).

23 (3) ~~((Partnership grant))~~ Alternative route programs seeking funds
24 to operate route three programs shall enroll individuals with
25 baccalaureate degrees, who are not employed in the district at the time
26 of application. When selecting candidates for certification through
27 route three, districts and approved preparation program providers shall
28 give priority to individuals who are seeking residency teacher
29 certification in subject matter shortage areas or shortages due to
30 geographic locations. ~~((For route three only, the districts may
31 include additional candidates in nonshortage subject areas if the
32 candidates are seeking endorsements with a secondary grade level
33 designation as defined by rule by the professional educator standards
34 board. The districts shall disclose to candidates in nonshortage
35 subject areas available information on the demand in those subject
36 areas.))~~ Cohorts of candidates for this route shall attend an
37 intensive summer teaching academy, followed by a full year employed by

1 a district in a mentored internship, followed, if necessary, by a
2 second summer teaching academy. In addition, partnership programs
3 shall uphold entry requirements for candidates that include:

4 (a) A baccalaureate degree from a regionally accredited institution
5 of higher education. The individual's grade point average may be
6 considered as a selection factor;

7 (b) Successful completion of the (~~content test, once the state~~
8 ~~content test is available~~) subject matter assessment required by RCW
9 28A.410.220(3);

10 (c) External validation of qualifications, including demonstrated
11 successful experience with students or children, such as reference
12 letters and letters of support from previous employers;

13 (d) Meeting the age, good moral character, and personal fitness
14 requirements adopted by rule for teachers; and

15 (e) Successful passage of the statewide basic skills exam(~~s, when~~
16 ~~available~~)).

17 (4) (~~Partnership grant programs seeking funds to operate~~)
18 Alternative route programs operating route four programs shall enroll
19 individuals with baccalaureate degrees, who are employed in the
20 district at the time of application, or who hold conditional teaching
21 certificates or emergency substitute certificates. Cohorts of
22 candidates for this route shall attend an intensive summer teaching
23 academy, followed by a full year employed by a district in a mentored
24 internship. If employed on a conditional certificate, the intern may
25 serve as the teacher of record, supported by a well-trained mentor. In
26 addition, partnership programs shall uphold entry requirements for
27 candidates that include:

28 (a) A baccalaureate degree from a regionally accredited institution
29 of higher education. The individual's grade point average may be
30 considered as a selection factor;

31 (b) Successful completion of the (~~content test, once the state~~
32 ~~content test is available~~) subject matter assessment required by RCW
33 28A.410.220(3);

34 (c) External validation of qualifications, including demonstrated
35 successful experience with students or children, such as reference
36 letters and letters of support from previous employers;

37 (d) Meeting the age, good moral character, and personal fitness
38 requirements adopted by rule for teachers; and

1 (e) Successful passage of the statewide basic skills exam(~~(s, when~~
2 ~~available))~~).

3 (5) Applicants for alternative route programs who are eligible
4 veterans or national guard members and who meet the entry requirements
5 for the alternative route program for which application is made shall
6 be given preference in admission.

7 **Sec. 5.** RCW 28A.660.050 and 2009 c 539 s 3 and 2009 c 192 s 2 are
8 each reenacted and amended to read as follows:

9 Subject to the availability of amounts appropriated for these
10 purposes, the conditional scholarship programs in this chapter are
11 created under the following guidelines:

12 (1) The programs shall be administered by the higher education
13 coordinating board. In administering the programs, the higher
14 education coordinating board has the following powers and duties:

15 (a) To adopt necessary rules and develop guidelines to administer
16 the programs;

17 (b) To collect and manage repayments from participants who do not
18 meet their service obligations; and

19 (c) To accept grants and donations from public and private sources
20 for the programs.

21 (2) Requirements for participation in the conditional scholarship
22 programs are as provided in this subsection (2).

23 (a) The alternative route conditional scholarship program is
24 limited to interns of (~~the partnership grant~~) professional educator
25 standards board-approved alternative routes to teaching programs under
26 RCW 28A.660.040. For fiscal year 2011, priority must be given to
27 fiscal year 2010 participants in the alternative route partnership
28 program. In order to receive conditional scholarship awards,
29 recipients shall:

30 (i) Be accepted and maintain enrollment in alternative
31 certification routes through (~~the partnership grant~~) a professional
32 educator standards board-approved program;

33 (ii) Continue to make satisfactory progress toward completion of
34 the alternative route certification program and receipt of a residency
35 teaching certificate; and

36 (iii) Receive no more than the annual amount of the scholarship,
37 not to exceed eight thousand dollars, for the cost of tuition, fees,

1 and educational expenses, including books, supplies, and transportation
2 for the alternative route certification program in which the recipient
3 is enrolled. The board may adjust the annual award by the average rate
4 of resident undergraduate tuition and fee increases at the state
5 universities as defined in RCW 28B.10.016.

6 (b) The pipeline for paraeducators conditional scholarship program
7 is limited to qualified paraeducators as provided by RCW 28A.660.042.
8 In order to receive conditional scholarship awards, recipients shall:

9 (i) Be accepted and maintain enrollment at a community and
10 technical college for no more than two years and attain an associate of
11 arts degree;

12 (ii) Continue to make satisfactory progress toward completion of an
13 associate of arts degree. This progress requirement is a condition for
14 eligibility into a route one program of the alternative routes to
15 teacher certification program for a mathematics, special education, or
16 English as a second language endorsement; and

17 (iii) Receive no more than the annual amount of the scholarship,
18 not to exceed four thousand dollars, for the cost of tuition, fees, and
19 educational expenses, including books, supplies, and transportation for
20 the alternative route certification program in which the recipient is
21 enrolled. The board may adjust the annual award by the average rate of
22 tuition and fee increases at the state community and technical
23 colleges.

24 (c) The retooling to teach mathematics and science conditional
25 scholarship program is limited to current K-12 teachers (~~and~~
26 ~~individuals having an elementary education certificate but who are not~~
27 ~~employed in positions requiring an elementary education certificate as~~
28 ~~provided by RCW 28A.660.045)). In order to receive conditional
29 scholarship awards:~~

30 (i) Individuals currently employed as teachers shall pursue a
31 middle level mathematics or science, or secondary mathematics or
32 science endorsement; or

33 (ii) Individuals who are certificated with an elementary education
34 endorsement(~~(, but not employed in positions requiring an elementary~~
35 ~~education certificate,)) shall pursue an endorsement in middle level
36 mathematics or science, or both; and~~

37 (iii) Individuals shall use one of the pathways to endorsement
38 processes to receive a mathematics or science endorsement, or both,

1 which shall include passing a mathematics or science endorsement test,
2 or both tests, plus observation and completing applicable coursework to
3 attain the proper endorsement; and

4 (iv) Individuals shall receive no more than the annual amount of
5 the scholarship, not to exceed three thousand dollars, for the cost of
6 tuition, test fees, and educational expenses, including books,
7 supplies, and transportation for the endorsement pathway being pursued.

8 (3) The Washington professional educator standards board shall
9 select individuals to receive conditional scholarships. In selecting
10 recipients, preference shall be given to eligible veterans or national
11 guard members.

12 (4) For the purpose of this chapter, a conditional scholarship is
13 a loan that is forgiven in whole or in part in exchange for service as
14 a certificated teacher employed in a Washington state K-12 public
15 school. The state shall forgive one year of loan obligation for every
16 two years a recipient teaches in a public school. Recipients who fail
17 to continue a course of study leading to residency teacher
18 certification or cease to teach in a public school in the state of
19 Washington in their endorsement area are required to repay the
20 remaining loan principal with interest.

21 (5) Recipients who fail to fulfill the required teaching obligation
22 are required to repay the remaining loan principal with interest and
23 any other applicable fees. The higher education coordinating board
24 shall adopt rules to define the terms for repayment, including
25 applicable interest rates, fees, and deferments.

26 (6) The higher education coordinating board may deposit all
27 appropriations, collections, and any other funds received for the
28 program in this chapter in the future teachers conditional scholarship
29 account authorized in RCW 28B.102.080.

30 NEW SECTION. **Sec. 6.** A new section is added to chapter 28A.410
31 RCW to read as follows:

32 Beginning with the 2010 school year and annually thereafter, each
33 educational service district, in cooperation with the professional
34 educator standards board, must convene representatives from school
35 districts within that region and professional educator standards board-
36 approved educator preparation programs to review district and regional

1 educator workforce data, make biennial projections of certificate
2 staffing needs, and identify how recruitment and enrollment plans in
3 educator preparation programs reflect projected need.

4 **Sec. 7.** RCW 28B.76.230 and 2005 c 258 s 11 are each amended to
5 read as follows:

6 (1) The board shall develop a comprehensive and ongoing assessment
7 process to analyze the need for additional degrees and programs,
8 additional off-campus centers and locations for degree programs, and
9 consolidation or elimination of programs by the four-year institutions.

10 (2) As part of the needs assessment process, the board shall
11 examine:

12 (a) Projections of student, employer, and community demand for
13 education and degrees, including liberal arts degrees, on a regional
14 and statewide basis;

15 (b) Current and projected degree programs and enrollment at public
16 and private institutions of higher education, by location and mode of
17 service delivery; (~~and~~)

18 (c) Data from the workforce training and education coordinating
19 board and the state board for community and technical colleges on the
20 supply and demand for workforce education and certificates and
21 associate degrees; and

22 (d) Data from the professional educator standards board.

23 (3) Every two years the board shall produce, jointly with the state
24 board for community and technical colleges, the professional educator
25 standards board, and the workforce training and education coordinating
26 board, an assessment of the number and type of higher education and
27 training credentials required to match employer demand for a skilled
28 and educated workforce. The assessment shall include the number of
29 forecasted net job openings at each level of higher education and
30 training and the number of credentials needed to match the forecast of
31 net job openings.

32 (4) The board shall determine whether certain major lines of study
33 or types of degrees, including applied degrees or research-oriented
34 degrees, shall be assigned uniquely to some institutions or
35 institutional sectors in order to create centers of excellence that
36 focus resources and expertise.

37 (5) The following activities are subject to approval by the board:

- 1 (a) New degree programs by a four-year institution;
- 2 (b) Creation of any off-campus program by a four-year institution;
- 3 (c) Purchase or lease of major off-campus facilities by a four-year
- 4 institution or a community or technical college;
- 5 (d) Creation of higher education centers and consortia;
- 6 (e) New degree programs and creation of off-campus programs by an
- 7 independent college or university in collaboration with a community or
- 8 technical college; and
- 9 (f) Applied baccalaureate degree programs developed by colleges
- 10 under RCW 28B.50.810.

11 (6) Institutions seeking board approval under this section must
12 demonstrate that the proposal is justified by the needs assessment
13 developed under this section. Institutions must also demonstrate how
14 the proposals align with or implement the statewide strategic master
15 plan for higher education under RCW 28B.76.200.

16 (7) The board shall develop clear guidelines and objective
17 decision-making criteria regarding approval of proposals under this
18 section, which must include review and consultation with the
19 institution and other interested agencies and individuals.

20 (8) The board shall periodically recommend consolidation or
21 elimination of programs at the four-year institutions, based on the
22 needs assessment analysis.

23 **Sec. 8.** RCW 28B.76.335 and 2007 c 396 s 17 are each amended to
24 read as follows:

25 As part of the state needs assessment process conducted by the
26 board in accordance with RCW 28B.76.230, the board, in collaboration
27 with the professional educator standards board, shall assess the need
28 for additional ((baccalaureate)) degree and certificate programs in
29 Washington that specialize in teacher preparation ((~~in mathematics,~~
30 ~~science, and technology~~)) to meet regional or subject-area shortages.
31 If the board determines that there is a need for additional programs,
32 then the board shall encourage the appropriate institutions of higher
33 education or institutional sectors to create such a program.

34 NEW SECTION. **Sec. 9.** A new section is added to chapter 28B.76 RCW
35 to read as follows:

36 (1) The board must establish boundaries for service regions for

1 institutions of higher education as defined in RCW 28B.10.016
2 implementing professional educator standards board-approved educator
3 preparation programs. Regions shall be established to encourage and
4 support, not exclude, the reach of public higher education institutions
5 across the state.

6 (2) Based on the data in the assessment in RCW 28B.76.230 and
7 28B.76.335, the board shall determine whether reasonable teacher
8 preparation program access for prospective teachers is available in
9 each region. If access is determined to be inadequate in a region, the
10 institution of higher education responsible for the region shall submit
11 a plan for meeting the access need to the board.

12 (3) Partnerships with other teacher preparation program providers
13 and the use of appropriate technology shall be considered. The board
14 shall review the plan and, as appropriate, assist the institution in
15 developing support and resources for implementing the plan.

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

18 (1) The college board shall select up to three community colleges
19 to develop and offer a program of study leading to a baccalaureate
20 degree with a residency teaching certificate. The program must lead to
21 endorsement in a subject matter shortage area. To the maximum extent
22 possible, the colleges selected shall be geographically dispersed to
23 enhance access in underserved areas of the state. The college board
24 and the professional educator standards board shall provide technical
25 assistance to the colleges in developing and submitting the program for
26 approval.

27 (2) A college selected under this section may develop the
28 curriculum for and design and deliver courses leading to a
29 baccalaureate degree. However, programs developed under this section
30 are subject to approval by the college board under RCW 28B.50.090, the
31 higher education coordinating board under RCW 28B.76.230, and the
32 professional educator standards board under RCW 28A.410.210 before the
33 college may enroll students in upper division courses or apply courses
34 offered toward required competencies for teacher certification or
35 endorsement. The boards shall coordinate their review and approval
36 processes to expedite approval.

1 (3) The college board and the professional educator standards board
2 shall evaluate the experience of the programs established under this
3 section and submit a report to the governor and the legislature by
4 January 10, 2014, regarding whether additional programs should be
5 authorized.

6 **Sec. 11.** RCW 28B.50.020 and 2009 c 64 s 2 are each amended to read
7 as follows:

8 The purpose of this chapter is to provide for the dramatically
9 increasing number of students requiring high standards of education
10 either as a part of the continuing higher education program or for
11 occupational education and training, or for adult basic skills and
12 literacy education, by creating a new, independent system of community
13 and technical colleges which will:

14 (1) Offer an open door to every citizen, regardless of his or her
15 academic background or experience, at a cost normally within his or her
16 economic means;

17 (2) Ensure that each college district shall offer thoroughly
18 comprehensive educational, training, and service programs to meet the
19 needs of both the communities and students served by combining high
20 standards of excellence in academic transfer courses; realistic and
21 practical courses in occupational education, both graded and ungraded;
22 community services of an educational, cultural, and recreational
23 nature; and adult education, including basic skills and general,
24 family, and workforce literacy programs and services;

25 (3) Provide for basic skills and literacy education, and
26 occupational education and technical training at technical colleges in
27 order to prepare students for careers in a competitive workforce;

28 (4) Provide or coordinate related and supplemental instruction for
29 apprentices at community and technical colleges;

30 (5) Provide administration by state and local boards which will
31 avoid unnecessary duplication of facilities or programs; and which will
32 encourage efficiency in operation and creativity and imagination in
33 education, training, and service to meet the needs of the community and
34 students;

35 (6) Allow for the growth, improvement, flexibility and modification
36 of the community colleges and their education, training, and service
37 programs as future needs occur; and

1 (7) Establish firmly that, except on a pilot basis as provided
2 under RCW 28B.50.810 and section 10 of this act, community colleges
3 are, for purposes of academic training, two year institutions, and are
4 an independent, unique, and vital section of our state's higher
5 education system, separate from both the common school system and other
6 institutions of higher learning, and never to be considered for
7 conversion into four-year liberal arts colleges.

8 NEW SECTION. **Sec. 12.** The following acts or parts of acts are
9 each repealed:

10 (1) RCW 28A.660.010 (Partnership grant program) and 2004 c 23 s 1
11 & 2001 c 158 s 2;

12 (2) RCW 28A.415.100 (Student teaching centers--Legislative
13 recognition--Intent) and 1991 c 258 s 1;

14 (3) RCW 28A.415.105 (Definitions) and 2006 c 263 s 811, 1995 c 335
15 s 403, & 1991 c 258 s 2;

16 (4) RCW 28A.415.125 (Network of student teaching centers) and 2006
17 c 263 s 812 & 1991 c 258 s 6;

18 (5) RCW 28A.415.130 (Allocation of funds for student teaching
19 centers) and 2006 c 263 s 813 & 1991 c 258 s 7;

20 (6) RCW 28A.415.135 (Alternative means of teacher placement) and
21 1991 c 258 s 8;

22 (7) RCW 28A.415.140 (Field experiences) and 1991 c 258 s 9;

23 (8) RCW 28A.415.145 (Rules) and 2006 c 263 s 814 & 1991 c 258 s 10;

24 and

25 (9) RCW 28A.660.030 (Partnership grants--Selection--Administration)
26 and 2004 c 23 s 3, 2003 c 410 s 2, & 2001 c 158 s 4.

--- END ---