

CERTIFICATION OF ENROLLMENT

**ENGROSSED SECOND SUBSTITUTE SENATE BILL 6673**

60th Legislature  
2008 Regular Session

Passed by the Senate March 12, 2008  
YEAS 45 NAYS 0

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**President of the Senate**

Passed by the House March 11, 2008  
YEAS 96 NAYS 0

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**Speaker of the House of Representatives**

Approved

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**Governor of the State of Washington**

CERTIFICATE

I, Thomas Hoemann, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SECOND SUBSTITUTE SENATE BILL 6673** as passed by the Senate and the House of Representatives on the dates hereon set forth.

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**Secretary**

FILED

**Secretary of State  
State of Washington**

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**ENGROSSED SECOND SUBSTITUTE SENATE BILL 6673**

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AS AMENDED BY THE HOUSE

Passed Legislature - 2008 Regular Session

**State of Washington**

**60th Legislature**

**2008 Regular Session**

**By** Senate Ways & Means (originally sponsored by Senators McAuliffe, Brandland, Hobbs, McDermott, Rasmussen, Weinstein, Oemig, Tom, Kauffman, Hargrove, Fairley, Franklin, and Shin; by request of Superintendent of Public Instruction)

READ FIRST TIME 02/12/08.

1       AN ACT Relating to learning opportunities to assist students to  
2       obtain a high school diploma; amending RCW 28A.165.035, 28B.118.010,  
3       and 28A.165.055; reenacting and amending RCW 28A.655.061; adding a new  
4       section to chapter 28A.320 RCW; adding a new section to chapter 28A.655  
5       RCW; adding a new section to chapter 28A.310 RCW; adding new sections  
6       to chapter 28A.300 RCW; and creating new sections.

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

8       NEW SECTION.   **Sec. 1.** The legislature finds that high school  
9       students need to graduate with the skills necessary to be successful in  
10      college and work. The state graduation requirements help to ensure  
11      that Washington high school graduates have the basic skills to be  
12      competitive in a global economy. Under education reform started in  
13      1993, time was to be the variable, obtaining the skills was to be the  
14      constant. Therefore, students who need additional time to gain the  
15      academic skills needed for college and the workplace should have the  
16      opportunities they need to reach high academic achievement, even if  
17      that takes more than the standard four years of high school.

18      Different students face different challenges and barriers to their  
19      academic success. Some students struggle to meet the standard on a

1 single portion of the Washington assessment of student learning while  
2 excelling in the other subject areas; other students struggle to  
3 complete the necessary state or local graduation credits; while still  
4 others have their knowledge tested on the assessments and have  
5 completed all the credit requirements but are struggling because  
6 English is not their first language. The legislature finds that many  
7 of these students need additional time and support to achieve academic  
8 proficiency and meet all graduation requirements.

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

11       (1) The high school assessment system shall include but need not be  
12 limited to the Washington assessment of student learning, opportunities  
13 for a student to retake the content areas of the assessment in which  
14 the student was not successful, and if approved by the legislature  
15 pursuant to subsection (10) of this section, one or more objective  
16 alternative assessments for a student to demonstrate achievement of  
17 state academic standards. The objective alternative assessments for  
18 each content area shall be comparable in rigor to the skills and  
19 knowledge that the student must demonstrate on the Washington  
20 assessment of student learning for each content area.

21       (2) Subject to the conditions in this section, a certificate of  
22 academic achievement shall be obtained by most students at about the  
23 age of sixteen, and is evidence that the students have successfully met  
24 the state standard in the content areas included in the certificate.  
25 With the exception of students satisfying the provisions of RCW  
26 28A.155.045 or 28A.655.0611, acquisition of the certificate is required  
27 for graduation from a public high school but is not the only  
28 requirement for graduation.

29       (3) Beginning with the graduating class of 2008, with the exception  
30 of students satisfying the provisions of RCW 28A.155.045, a student who  
31 meets the state standards on the reading, writing, and mathematics  
32 content areas of the high school Washington assessment of student  
33 learning shall earn a certificate of academic achievement. If a  
34 student does not successfully meet the state standards in one or more  
35 content areas required for the certificate of academic achievement,  
36 then the student may retake the assessment in the content area up to  
37 four times at no cost to the student. If the student successfully

1 meets the state standards on a retake of the assessment then the  
2 student shall earn a certificate of academic achievement. Once  
3 objective alternative assessments are authorized pursuant to subsection  
4 (10) of this section, a student may use the objective alternative  
5 assessments to demonstrate that the student successfully meets the  
6 state standards for that content area if the student has taken the  
7 Washington assessment of student learning at least once. If the  
8 student successfully meets the state standards on the objective  
9 alternative assessments then the student shall earn a certificate of  
10 academic achievement.

11 (4) Beginning no later than with the graduating class of 2013, a  
12 student must meet the state standards in science in addition to the  
13 other content areas required under subsection (3) of this section on  
14 the Washington assessment of student learning or the objective  
15 alternative assessments in order to earn a certificate of academic  
16 achievement. The state board of education may adopt a rule that  
17 implements the requirements of this subsection (4) beginning with a  
18 graduating class before the graduating class of 2013, if the state  
19 board of education adopts the rule by September 1st of the freshman  
20 school year of the graduating class to which the requirements of this  
21 subsection (4) apply. The state board of education's authority under  
22 this subsection (4) does not alter the requirement that any change in  
23 performance standards for the tenth grade assessment must comply with  
24 RCW 28A.305.130.

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

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

32 (7) School districts must make available to students the following  
33 options:

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

37 (b) To retake the Washington assessment of student learning up to  
38 four times in the content areas in which the student did not meet the

1 state standards if the student is enrolled in a high school completion  
2 program at a community or technical college. The superintendent of  
3 public instruction and the state board for community and technical  
4 colleges shall jointly identify means by which students in these  
5 programs can be assessed.

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

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

12 (10)(a) The office of the superintendent of public instruction  
13 shall develop options for implementing objective alternative  
14 assessments, which may include an appeals process for students' scores,  
15 for students to demonstrate achievement of the state academic  
16 standards. The objective alternative assessments shall be comparable  
17 in rigor to the skills and knowledge that the student must demonstrate  
18 on the Washington assessment of student learning and be objective in  
19 its determination of student achievement of the state standards.  
20 Before any objective alternative assessments in addition to those  
21 authorized in RCW 28A.655.065 or (b) of this subsection are used by a  
22 student to demonstrate that the student has met the state standards in  
23 a content area required to obtain a certificate, the legislature shall  
24 formally approve the use of any objective alternative assessments  
25 through the omnibus appropriations act or by statute or concurrent  
26 resolution.

27 (b)(i) A student's score on the mathematics, reading or English, or  
28 writing portion of the scholastic assessment test (SAT) or the American  
29 college test (ACT) may be used as an objective alternative assessment  
30 under this section for demonstrating that a student has met or exceeded  
31 the state standards for the certificate of academic achievement. The  
32 state board of education shall identify the scores students must  
33 achieve on the relevant portion of the SAT or ACT to meet or exceed the  
34 state standard in the relevant content area on the Washington  
35 assessment of student learning. The state board of education shall  
36 identify the first scores by December 1, 2007. After the first scores  
37 are established, the state board may increase but not decrease the  
38 scores required for students to meet or exceed the state standards.

1 (ii) Until August 31, 2008, a student's score on the mathematics  
2 portion of the preliminary scholastic assessment test (PSAT) may be  
3 used as an objective alternative assessment under this section for  
4 demonstrating that a student has met or exceeded the state standard for  
5 the certificate of academic achievement. The state board of education  
6 shall identify the score students must achieve on the mathematics  
7 portion of the PSAT to meet or exceed the state standard in that  
8 content area on the Washington assessment of student learning.

9 (iii) A student who scores at least a three on the grading scale of  
10 one to five for selected (~~((advance-placement))~~) AP examinations may use  
11 the score as an objective alternative assessment under this section for  
12 demonstrating that a student has met or exceeded state standards for  
13 the certificate of academic achievement. A score of three on the  
14 (~~((advance-placement))~~) AP examinations in calculus or statistics may be  
15 used as an alternative assessment for the mathematics portion of the  
16 Washington assessment of student learning. A score of three on the  
17 (~~((advance-placement))~~) AP examinations in English language and  
18 composition may be used as an alternative assessment for the writing  
19 portion of the Washington assessment of student learning. A score of  
20 three on the (~~((advance-placement))~~) AP examinations in English  
21 literature and composition, macroeconomics, microeconomics, psychology,  
22 United States history, world history, United States government and  
23 politics, or comparative government and politics may be used as an  
24 alternative assessment for the reading portion of the Washington  
25 assessment of student learning.

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

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

37 (a) Student learning plans are required for eighth through twelfth  
38 grade students who were not successful on any or all of the content

1 areas of the Washington assessment for student learning during the  
2 previous school year or who may not be on track to graduate due to  
3 credit deficiencies or absences. The parent or legal guardian shall be  
4 notified about the information in the student learning plan, preferably  
5 through a parent conference and at least annually. To the extent  
6 feasible, schools serving English language learner students and their  
7 parents shall translate the plan into the primary language of the  
8 family. The plan shall include the following information as  
9 applicable:

10 (i) The student's results on the Washington assessment of student  
11 learning;

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

14 (iii) Any credit deficiencies;

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

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

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

22 ~~(i) The parent or guardian shall be notified, preferably through a~~  
23 ~~parent conference, of the student's results on the Washington~~  
24 ~~assessment of student learning, actions the school intends to take to~~  
25 ~~improve the student's skills in any content area in which the student~~  
26 ~~was unsuccessful, strategies to help them improve their student's~~  
27 ~~skills, and the content of the student's plan.~~

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

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

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

37 (ix) School district programs, high school courses, and career and

1 technical education options available for students to meet graduation  
2 requirements; and

3 (x) Available programs offered through skill centers or community  
4 and technical colleges.

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

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

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

17 NEW SECTION. Sec. 3. A new section is added to chapter 28A.320  
18 RCW to read as follows:

19 (1) The extended learning opportunities program is created for  
20 eligible eleventh and twelfth grade students who are not on track to  
21 meet local or state graduation requirements as well as eighth grade  
22 students who may not be on track to meet the standard on the Washington  
23 assessment of student learning or need additional assistance in order  
24 to have the opportunity for a successful entry into high school. The  
25 program shall provide early notification of graduation status and  
26 information on education opportunities including preapprenticeship  
27 programs that are available.

28 (2) Under the extended learning opportunities program, districts  
29 shall make available to students in grade twelve who have failed to  
30 meet one or more local or state graduation requirements the option of  
31 continuing enrollment in the school district in accordance with RCW  
32 28A.225.160. Districts are authorized to use basic education program  
33 funding to provide instruction to eligible students under RCW  
34 28A.150.220(3).

35 (3) Under the extended learning program, instructional services for  
36 eligible students can occur during the regular school day, evenings, on  
37 weekends, or at a time and location deemed appropriate by the school



1 district, including the educational service district, in order to meet  
2 the needs of these students. Instructional services provided under  
3 this section do not include services offered at private schools.  
4 Instructional services can include, but are not limited to, the  
5 following:

- 6 (a) Individual or small group instruction;
- 7 (b) Instruction in English language arts and/or mathematics that  
8 eligible students need to pass all or part of the Washington assessment  
9 of student learning;
- 10 (c) Attendance in a public high school or public alternative school  
11 classes or at a skill center;
- 12 (d) Inclusion in remediation programs, including summer school;
- 13 (e) Language development instruction for English language learners;
- 14 (f) Online curriculum and instructional support, including programs  
15 for credit retrieval and Washington assessment of student learning  
16 preparatory classes; and
- 17 (g) Reading improvement specialists available at the educational  
18 service districts to serve eighth, eleventh, and twelfth grade  
19 educators through professional development in accordance with RCW  
20 28A.415.350. The reading improvement specialist may also provide  
21 direct services to eligible students and those students electing to  
22 continue a fifth year in a high school program who are still struggling  
23 with basic reading skills.

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

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

- 29 (1) Extended learning time opportunities occurring:
  - 30 (a) Before or after the regular school day;
  - 31 (b) On Saturday; and
  - 32 (c) Beyond the regular school year;
- 33 (2) Services under section 3 of this act;
- 34 (3) Professional development for certificated and classified staff  
35 that focuses on:
  - 36 (a) The needs of a diverse student population;

(b) Specific literacy and mathematics content and instructional strategies; and

(c) The use of student work to guide effective instruction;

~~((+3+))~~ (4) Consultant teachers to assist in implementing effective instructional practices by teachers serving participating students;

~~((+4+))~~ (5) Tutoring support for participating students; and

~~((+5+))~~ (6) Outreach activities and support for parents of participating students.

NEW SECTION. **Sec. 5.** If funding is appropriated for this purpose, the office of the superintendent of public instruction shall explore online curriculum support in languages other than English that are currently available. By December 1, 2008, the office of the superintendent of public instruction shall report to the appropriate committees of the legislature recommendations for other online support in other languages that would most appropriately assist Washington's English language learners. Included in the recommendations shall be the actions that would need to be taken to access the recommended online support and the cost.

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

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

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

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

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

1       (3) By December 31, 2008, the office of the superintendent of  
2 public instruction shall aggregate the reports from the grant  
3 recipients and provide a report and recommendations to the appropriate  
4 committees of the legislature. The recommendations shall include how  
5 the lessons learned through the pilot program are best shared with  
6 school districts and how the best practices can be implemented  
7 statewide.

8       NEW SECTION.   **Sec. 8.** (1) The legislature finds that educators are  
9 faced with the complex responsibility of educating an increasing  
10 population of English language learners who speak a wide variety of  
11 languages and dialects and may come with varying levels of formal  
12 schooling, students who come from low-income households, and students  
13 who have learning disabilities. These educators struggle to provide  
14 meaningful instruction that helps students meet high content standards  
15 while overcoming their challenges. The 2007 legislature directed the  
16 professional educator standards board to begin the process of adopting  
17 new certification requirements and revising the higher education  
18 teacher preparation program requirements. Additionally, the office of  
19 the superintendent of public instruction was directed to contract with  
20 the northwest regional educational laboratory to review and report on  
21 the ongoing English as a second language pilot projects and best  
22 practices related to helping students who are English language  
23 learners. It is therefore the intent of the legislature to build upon  
24 the work started in 2007 by requiring that the professional educator  
25 standards board consider the findings of the northwest regional  
26 educational laboratory and incorporate into its ongoing work a review  
27 of how to revise the current certification requirements and teacher  
28 preparation programs in order to better serve the needs of English  
29 language learners.

30       (2) The professional educator standards board shall convene a work  
31 group to develop recommendations for increasing teacher knowledge,  
32 skills, and competencies to address the needs of English language  
33 learner students. The work group shall include representatives from  
34 the Washington association of colleges for teacher education, school  
35 districts with significant populations of English language learner  
36 students who speak a single language, school districts with significant  
37 populations of English language learner students who speak multiple

1 languages, classroom teachers, English as a second language teachers,  
2 bilingual education teachers, principals, the migrant and bilingual  
3 education office in the office of the superintendent of public  
4 instruction, and the higher education coordinating board. In making  
5 its selections, the professional educator standards board must include  
6 members from diverse cultural backgrounds and strive to promote  
7 geographic balance. The professional educator standards board shall  
8 invite participation by the northwest regional educational laboratory.

9 (3) The work group shall identify gaps and weaknesses in the  
10 current knowledge and skills standards for teacher preparation and  
11 teacher competencies regarding understanding how students acquire  
12 language, how to teach academic content in English to non-English  
13 speakers, and how to demonstrate cultural competence. The work group  
14 shall look to the English as a second language demonstration projects  
15 under RCW 28A.630.058 and the accompanying research and evaluation by  
16 the northwest regional educational laboratory.

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

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

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

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

33 (2) Eligible students shall be notified of their eligibility for  
34 the Washington college bound scholarship program beginning in their  
35 seventh grade year. Students shall also be notified of the  
36 requirements for award of the scholarship.

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

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

13 (b) To receive the Washington college bound scholarship, a student  
14 must graduate with at least a "C" average from a public high school or  
15 an approved private high school under chapter 28A.195 RCW in Washington  
16 or have received home-based instruction under chapter 28A.200 RCW, must  
17 have no felony convictions, and must be a resident student as defined  
18 in RCW 28B.15.012(2) (a) through (d).

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

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

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

30 (b) For students attending private four-year institutions of higher  
31 education in Washington, the award amount shall be the representative  
32 average of awards granted to students in public research universities  
33 in Washington.

34 (c) For students attending private vocational schools in  
35 Washington, the award amount shall be the representative average of  
36 awards granted to students in public community and technical colleges  
37 in Washington.

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

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

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

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

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

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

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

24 (1) Each school district with an approved program is eligible for  
25 state funds provided for the learning assistance program. The funds  
26 shall be appropriated for the learning assistance program in accordance  
27 with the biennial appropriations act. The distribution formula is for  
28 school district allocation purposes only. The distribution formula  
29 shall be based on one or more family income factors measuring economic  
30 need.

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

1       (a) If, in the prior school year, a district's percent of October  
2 headcount student enrollment in grades kindergarten through twelve who  
3 are enrolled in the transitional bilingual instruction program, based  
4 on an average of the program headcount taken in October and May,  
5 exceeds twenty percent, twenty percent shall be subtracted from the  
6 district's percent transitional bilingual instruction program  
7 enrollment and the resulting percent shall be multiplied by the  
8 district's kindergarten through twelve annual average full-time  
9 equivalent enrollment for the prior school year.

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

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

18       NEW SECTION. Sec. 11. A new section is added to chapter 28A.310  
19 RCW to read as follows:

20       Educational service districts shall develop and provide a program  
21 of outreach to community-based programs and organizations within the  
22 district that are serving non-English speaking segments of the  
23 population as well as those programs that target subgroups of students  
24 that may be struggling academically, including to the extent possible,  
25 African-American, Native American, Asian, Pacific Islander, Hispanic,  
26 low income, and special education. Educational service districts shall  
27 consult and coordinate with the governor's minority commissions and the  
28 governor's office of Indian affairs in order to efficiently conduct  
29 this outreach and are encouraged to enter into partnerships with  
30 representatives of the local business communities in order to develop  
31 a coordinated outreach plan. The purpose of the outreach activities  
32 shall be to inform students via the various community-based programs  
33 and organizations of the educational opportunities available under  
34 chapter . . ., Laws of 2008 (this act) and to engage them in the  
35 process as appropriate. Outreach shall at a minimum include  
36 information about the availability of dropout and credit retrieval

1 programs, remediation programs, and extended learning opportunities,  
2 including fifth year opportunities.

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

5 Subject to funds appropriated for this purpose, the office of the  
6 superintendent of public instruction shall allocate grant funds to  
7 school districts to provide summer school funding for middle and high  
8 schools for all students to explore career opportunities rich in math,  
9 science, and technology using career and technical education as the  
10 delivery model.

11 NEW SECTION. **Sec. 13.** A new section is added to chapter 28A.300  
12 RCW to read as follows:

13 Subject to funds appropriated for this purpose, the office of the  
14 superintendent of public instruction shall contract with a national  
15 organization to establish, maintain, and operate an endowment for the  
16 promotion of geography education in Washington state. The national  
17 organization must have experience operating geography education  
18 endowments in other states and must provide equal nonstate matching  
19 funds to the state funds provided in the contract. All funds in and  
20 any interest earned on the endowment shall be used exclusively for  
21 geography education programs including, but not limited to, curriculum  
22 materials, resource collections, and professional development  
23 institutes for teachers and administrators. The national organization  
24 must have an established affiliated advisory committee in the state to  
25 recommend local projects to be funded by the endowment. The contract  
26 shall require that the organization report annually to the  
27 superintendent on the recipients of endowment funds and the amounts and  
28 purposes of expenditures from the fund.

29 NEW SECTION. **Sec. 14.** Of the amounts appropriated in the omnibus  
30 appropriations act of 2008 for implementation of chapter . . . (Second  
31 Substitute Senate Bill No. 6377), Laws of 2008, referencing that act by  
32 bill or chapter number, the superintendent of public instruction shall  
33 allocate funds as follows, unless otherwise specified in the omnibus  
34 appropriations act of 2008:



1       (1) \$1,700,000 is provided to implement section 105 of Second  
2 Substitute Senate Bill No. 6377, grants for high demand programs;

3       (2) \$350,000 is provided to implement section 107 of Second  
4 Substitute Senate Bill No. 6377, development of model programs of  
5 study, including costs that may be incurred by the state board for  
6 community and technical colleges to be paid through interagency  
7 agreement;

8       (3) \$400,000 is provided to implement section 201 of Second  
9 Substitute Senate Bill No. 6377, support for course equivalencies and  
10 grants for integrated curriculum;

11       (4) \$25,000 is provided to implement section 205 of Second  
12 Substitute Senate Bill No. 6377, career and technical education  
13 collection of evidence;

14       (5) \$150,000 is provided to implement sections 301 and 303 of  
15 Second Substitute Senate Bill No. 6377, campaign for career and  
16 technical education and navigation 101 curriculum;

17       (6) \$50,000 is provided to implement section 302 of Second  
18 Substitute Senate Bill No. 6377, certification exam fees; and

19       (7) \$75,000 is provided to implement section 308 of Second  
20 Substitute Senate Bill No. 6377, technical high school study.

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