

E2SSB 5841 - H COMM AMD
By Committee on Education

NOT ADOPTED 04/09/2007

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

3 "Sec. 1. RCW 28A.150.210 and 1993 c 336 s 101 are each amended to
4 read as follows:

5 (~~The goal of the Basic Education Act for the schools of the state
6 of Washington set forth in this chapter shall be to provide students
7 with the opportunity to become responsible citizens, to contribute to
8 their own economic well being and to that of their families and
9 communities, and to enjoy productive and satisfying lives. To these
10 ends, the goals of each school district, with the involvement of
11 parents and community members, shall be to provide opportunities for
12 all students to develop the knowledge and skills essential to:~~

13 ~~(1) Read with comprehension, write with skill, and communicate
14 effectively and responsibly in a variety of ways and settings;~~

15 ~~(2) Know and apply the core concepts and principles of mathematics;
16 social, physical, and life sciences; civics and history; geography;
17 arts; and health and fitness;~~

18 ~~(3) Think analytically, logically, and creatively, and to integrate
19 experience and knowledge to form reasoned judgments and solve problems;
20 and~~

21 ~~(4) Understand the importance of work and how performance, effort,
22 and decisions directly affect future career and educational
23 opportunities.)~~

24 The goal of the basic education act for the schools of
25 the state of Washington set forth in this chapter shall be to provide
26 students with the opportunity to become responsible and respectful
27 global citizens, to contribute to their economic well-being and that of
28 their families and communities, to explore and understand diverse
29 perspectives, to enjoy productive and satisfying lives, and to develop
30 a public school system that focuses on the educational achievement of
all students, which includes high expectations for and prepares

1 students to achieve personal and academic success. To these ends, the
2 goals of each school district, with the involvement of parents and
3 community members, shall be to provide opportunities for every student
4 to develop the knowledge and skills essential to:

5 (1) Read with comprehension, write effectively, and communicate
6 successfully in a variety of ways and settings and with a variety of
7 audiences;

8 (2) Know and apply the core concepts and principles of mathematics;
9 social, physical, and life sciences; world history, cultures, and
10 geography; civics and arts; and health and fitness;

11 (3) Think analytically, logically, and creatively, and to integrate
12 different experiences and knowledge to form reasoned judgments and
13 solve problems;

14 (4) Understand the importance of work and personal financial
15 literacy and how performance, effort, and decisions directly affect
16 future career and educational opportunities; and

17 (5) Understand and be fully prepared to exercise the
18 responsibilities of civic participation in a pluralistic society.

19 NEW SECTION. Sec. 2. A new section is added to chapter 28A.150
20 RCW to read as follows:

21 ALL-DAY KINDERGARTEN PROGRAMS--FUNDING. (1) Beginning with the
22 2007-08 school year, funding for voluntary all-day kindergarten
23 programs shall be phased-in beginning with schools with the highest
24 poverty levels, defined as those schools with the highest percentages
25 of students qualifying for free and reduced-price lunch support in the
26 prior school year. Once a school receives funding for the all-day
27 kindergarten program, that school shall remain eligible for funding in
28 subsequent school years regardless of changes in the school's
29 percentage of students eligible for free and reduced-price lunches as
30 long as other program requirements are fulfilled. Additionally,
31 schools receiving all-day kindergarten program support shall agree to
32 the following conditions:

33 (a) Provide at least a one thousand-hour instructional program;

34 (b) Provide a curriculum that offers a rich, varied set of
35 experiences that assist students in:

36 (i) Developing initial skills in the academic areas of reading,
37 mathematics, and writing;

- 1 (ii) Developing a variety of communication skills;
- 2 (iii) Providing experiences in science, social studies, arts,
3 health and physical education, and a world language other than English;
- 4 (iv) Acquiring large and small motor skills;
- 5 (v) Acquiring social and emotional skills including successful
6 participation in learning activities as an individual and as part of a
7 group; and
- 8 (vi) Learning through hands-on experiences;
- 9 (c) Establish learning environments that are developmentally
10 appropriate and promote creativity;
- 11 (d) Demonstrate strong connections and communication with early
12 learning community providers; and
- 13 (e) Participate in kindergarten program readiness activities with
14 early learning providers and parents.
- 15 (2) Subject to funds appropriated for this purpose, the
16 superintendent of public instruction shall designate one or more school
17 districts to serve as resources and examples of best practices in
18 designing and operating a high-quality all-day kindergarten program.
19 Designated school districts shall serve as lighthouse programs and
20 provide technical assistance to other school districts in the initial
21 stages of implementing an all-day kindergarten program. Examples of
22 topics addressed by the technical assistance include strategic
23 planning, developing the instructional program and curriculum, working
24 with early learning providers to identify students and communicate with
25 parents, and developing kindergarten program readiness activities.

26 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.630
27 RCW to read as follows:

28 ENGLISH AS A SECOND LANGUAGE PROJECTS. (1) The goals of the
29 English as a second language demonstration project are to develop
30 recommendations:

31 (a) Identifying foundational competencies for developing academic
32 English skills in English language learner students that all teachers
33 should acquire in initial teacher preparation programs;

34 (b) Identifying components of a professional development program
35 that builds classroom teacher competence for developing academic
36 English skills in English language learner students; and

1 (c) Identifying job-embedded practices that connect the English
2 language learner teacher and classroom teachers to coordinate
3 instruction to support the work of the student.

4 (2) The English as a second language demonstration project shall
5 use two field strategies in the development of recommendations.

6 (a) The first strategy is to conduct a field study of an ongoing
7 project in a number of schools and school districts in which Spanish is
8 the predominate language other than English.

9 (b) The second strategy is to conduct a project that provides
10 professional development and planning time resources to approximately
11 three large schools in which there are many first languages among the
12 students. The participants of this project shall partner with an
13 institution of higher education or a professional development provider
14 with expertise in supporting student acquisition of academic English.
15 The superintendent of public instruction shall select the participants
16 in the project under this subsection (2)(b).

17 (3)(a) The Washington state institute for public policy shall
18 conduct the field study work and collect additional information from
19 the project schools. In conducting its work, the institute shall
20 review current literature regarding best practices and consult with
21 state and national experts as appropriate.

22 (b) The institute shall report its findings to the governor, the
23 office of the superintendent of public instruction, and the education
24 and fiscal committees of the legislature. An interim report is due
25 November 1, 2008. The final report is due December 1, 2009.

26 (4) This section expires September 1, 2010.

27 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.215
28 RCW to read as follows:

29 COMMUNITY LEARNING CENTER PROGRAM. (1) The Washington community
30 learning center program is established. The program shall be
31 administered by the office of the superintendent of public instruction.
32 The purposes of the program include:

33 (a) Supporting the creation or expansion of community learning
34 centers that provide students with tutoring and educational enrichment
35 when school is not in session;

36 (b) Providing training and professional development for community
37 learning center program staff;

1 (c) Increasing public awareness of the availability and benefits of
2 after-school programs; and

3 (d) Supporting statewide after-school intermediary organizations in
4 their efforts to provide leadership, coordination, technical
5 assistance, advocacy, and programmatic support to after-school programs
6 throughout the state.

7 (2)(a) Subject to funds appropriated for this purpose, the office
8 of the superintendent of public instruction may provide community
9 learning center grants to any public or private organization that meets
10 the eligibility criteria of the federal twenty-first century community
11 learning centers program.

12 (b) Priority may be given to grant requests submitted jointly by
13 one or more schools or school districts and one or more community-based
14 organizations or other nonschool partners.

15 (c) Priority may also be given to grant requests for after-school
16 programs focusing on improving mathematics achievement, particularly
17 for middle and junior high school students.

18 (d) Priority shall be given to grant requests that:

19 (i) Focus on improving reading and mathematics proficiency for
20 students who attend schools that have been identified as being in need
21 of improvement under section 1116 of Title I of the federal no child
22 left behind act of 2001; and

23 (ii) Include a public/private partnership agreement or proposal for
24 how to provide free transportation for those students in need that are
25 involved in the program.

26 (3) Community learning center grant funds may be used to carry out
27 a broad array of out-of-school activities that support and enhance
28 academic achievement. The activities may include but need not be
29 limited to:

30 (a) Remedial and academic enrichment;

31 (b) Mathematics, reading, and science education;

32 (c) Arts and music education;

33 (d) Entrepreneurial education;

34 (e) Community service;

35 (f) Tutoring and mentoring programs;

36 (g) Programs enhancing the language skills and academic achievement
37 of limited English proficient students;

38 (h) Recreational and athletic activities;

1 (i) Telecommunications and technology education;
2 (j) Programs that promote parental involvement and family literacy;
3 (k) Drug and violence prevention, counseling, and character
4 education programs; and

5 (l) Programs that assist students who have been truant, suspended,
6 or expelled, to improve their academic achievement.

7 (4) Each community learning center grant may be made for a maximum
8 of five years. Each grant recipient shall report annually to the
9 office of the superintendent of public instruction on what
10 transportation services are being used to assist students in accessing
11 the program and how those services are being funded. Based on this
12 information, the office of the superintendent of public instruction
13 shall compile a list of transportation service options being used and
14 make that list available to all after-school program providers that
15 were eligible for the community learning center program grants.

16 (5) To the extent that funding is available for this purpose, the
17 office of the superintendent of public instruction may provide grants
18 or other support for the training and professional development of
19 community learning center staff, the activities of intermediary after-
20 school organizations, and efforts to increase public awareness of the
21 availability and benefits of after-school programs.

22 (6) Schools or school districts that receive a community learning
23 center grant under this section may seek approval from the office of
24 the superintendent of public instruction for flexibility to use a
25 portion of their state transportation funds for the costs of
26 transporting students to and from the community learning center
27 program.

28 (7) The office of the superintendent of public instruction shall
29 evaluate program outcomes and report to the governor and the education
30 committees of the legislature on the outcomes of the grants and make
31 recommendations related to program modification, sustainability, and
32 possible expansion. An interim report is due November 1, 2008. A
33 final report is due December 1, 2009.

34 NEW SECTION. **Sec. 5. CAREER PATHWAYS PROGRAMS.** (1) Subject to
35 funds appropriated for this purpose, the superintendent of public
36 instruction shall provide grants to support development of career
37 pathways programs in high-demand fields. A portion of the appropriated

1 funds shall be administered by an experienced nonprofit health
2 organization and be used to create health care career pathways with
3 geographically dispersed high school partnerships. The remaining funds
4 shall be used to provide grants to geographically dispersed high school
5 partnerships to create career pathways in the trades, mechanics and
6 engineering, or other field identified by the partnership as high
7 demand and appropriate to meet the workforce education needs in its
8 region.

9 (2) To be eligible for a grant, high schools must form partnerships
10 of parents, students, special populations, academic and career and
11 technical education teachers and administrators, workforce development
12 faculty and administrators, career guidance and academic counselors,
13 representatives of tech-prep consortia, local workforce development
14 councils, representatives of local skill centers and local skills
15 panels, apprenticeship councils, and business and labor organizations
16 in the community.

17 (3) Grant recipients must develop and implement a model curriculum
18 for their selected career pathway. Grant funds shall be used for
19 start-up costs, primarily for the development of the curriculum and
20 assessments described in this section and for professional development
21 for teachers. If sufficient funds remain, grant funds may be used to
22 upgrade equipment within the program to meet industry standards.

23 (4) A career pathways program shall:

24 (a) Integrate core academic standards for reading, writing, and
25 mathematics with high-quality career and technical preparation based on
26 accepted industry standards in the field;

27 (b) Incorporate secondary and postsecondary education elements;

28 (c) Be coherent, sequenced, and articulated to community and
29 technical college courses to provide high school students with dual
30 credit for both high school graduation and college, and to prepare
31 students to succeed in postsecondary education programs in the field;

32 (d) Lead to an industry-recognized credential or certificate at the
33 postsecondary level or an associate or baccalaureate degree; and

34 (e) Emphasize projects and application of knowledge and skills and
35 provide extensive opportunities for work-based learning and
36 internships.

37 (5) Students who are struggling with core academic skills,
38 including the Washington assessment of student learning, shall receive

1 supplemental assistance and instruction within the program, including
2 assistance to create a career and technical collection of evidence as
3 an alternative to the Washington assessment of learning.

4 (6) Participants in a high-demand career pathways program should
5 expect to complete a high school diploma and the appropriate courses in
6 a high-quality career and technical program and graduate ready to
7 pursue postsecondary education.

8 (7) With assistance from the office of the superintendent of public
9 instruction and the workforce training and education coordinating
10 board, grant recipients shall develop end-of-program assessments for
11 their high-demand career pathways program. The assessments shall be
12 integrated to include academic, work readiness, and technical knowledge
13 and skills. The legislature's intent is to use these assessments as
14 prototypes for possible future additional alternative assessments for
15 career and technical education students to demonstrate they meet the
16 state's learning standards.

17 (8) Grant recipients must develop a communications strategy for
18 parents and students in other area high schools and middle schools to
19 promote the model career pathways programs as a high-quality learning
20 option for students and prepare plans for replication of the programs.

21 (9) For the purposes of this section, "career pathways program" has
22 the same meaning as a career and technical program of study under P.L.
23 109-270, the Carl D. Perkins career and technical education improvement
24 act of 2006.

25 (10) This section expires July 1, 2009.

26 NEW SECTION. **Sec. 6.** Section 4 of this act takes effect August 1,
27 2007.

28 NEW SECTION. **Sec. 7.** Captions used in this act are not any part
29 of the law."

30 Correct the title.

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