

E2SSB 5841 - H AMD 610

By Representative Santos

ADOPTED AS AMENDED 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.)~~ The goal of the basic education act for the schools of
24 the state of Washington set forth in this chapter shall be to provide
25 students with the opportunity to become responsible and respectful
26 global citizens, to contribute to their economic well-being and that of
27 their families and communities, to explore and understand diverse
28 perspectives, to enjoy productive and satisfying lives, and to develop
29 a public school system that focuses on the educational achievement of
30 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 (3) Any funds allocated to support all-day kindergarten programs
27 under this section shall not be considered as basic education funding.

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

30 PRIMARY LEVEL EDUCATION PROJECTS. Subject to funds appropriated
31 for the purposes of this section:

32 (1) Four demonstration projects are authorized for schools serving
33 kindergarten through third grade students to develop, implement, and
34 document the effects of a comprehensive K-3 foundations program. At
35 least two demonstration projects shall be in schools that are
36 participating in the public- private early learning partnerships in the

1 Highline and Yakima school districts. A third demonstration project
2 shall be in the Spokane school district.

3 (2) The superintendent of public instruction shall select project
4 participants based on the criteria in this section, the commitment to
5 a school-wide program, and the degree to which applicants articulate an
6 understanding of development and implementation of a comprehensive K-3
7 foundations program.

8 (3) Successful school applicants shall:

9 (a) Demonstrate that there is engaged and committed school and
10 district leadership and support for the project;

11 (b) Demonstrate that school staff is engaged and committed and
12 believes in high expectations for all students;

13 (c) Have a history of successfully using data to guide decision
14 making for students and the program;

15 (d) Plan for the use of staff learning improvement days to support
16 project implementation;

17 (e) Demonstrate successful linkages with the early learning
18 providers in their communities;

19 (f) Outline the steps taken to develop this application and the
20 general plan for implementation of a comprehensive K-3 foundations
21 program; and

22 (g) Commit to individualized learning opportunities in early grades
23 by using district resources, such as funding under RCW 28A.505.210, to
24 reduce class sizes in grades kindergarten through three.

25 (4) Program resources provided to demonstration projects are:

26 (a) Support to implement an all-day kindergarten program;

27 (b) Support for class sizes at a ratio of one teacher to eighteen
28 students, and the additional resources for materials generated by that
29 ratio through associated nonemployee-related costs;

30 (c) Support for a one-half full-time equivalent instructional
31 coach; and

32 (d) Support for professional development time related to program
33 implementation.

34 (5) Demonstration projects shall provide:

35 (a) A program that implements an educational philosophy that
36 supports child-centered learning;

37 (b) Learning opportunities through personal exploration and

1 discovery, hands-on experiences, and by working independently, in small
2 groups and in large groups;

3 (c) Rich and varied subject matter that includes: Reading,
4 writing, mathematics, science, social studies, a world language other
5 than English, the arts, and health and physical education;

6 (d) Opportunities to learn and feel accomplishment, diligence,
7 creativity, and confidence;

8 (e) Social and emotional development opportunities;

9 (f) Personalized assessment for each student that addresses
10 academic knowledge and skill development, social and emotional skill
11 development, critical thinking and decision-making skills, large and
12 fine motor skill development, and knowledge of personal interests,
13 strengths, and goals;

14 (g) For students to progress to the upper elementary grades when a
15 solid foundation is in place and reading and mathematics primary skills
16 have been mastered;

17 (h) Class sizes that do not exceed one certificated instructional
18 staff to eighteen students; and

19 (i) Cooperation with project evaluators in an evaluation of the
20 demonstration projects, including providing the data necessary to
21 complete the work.

22 (6) The office of the superintendent of public instruction shall
23 contract with the Northwest regional educational laboratory to conduct
24 an evaluation of the demonstration projects under this section.
25 Student, staff, program, and parent data shall be collected using
26 various instruments including surveys, program and activity
27 descriptions, student performance measures, observations, and other
28 processes.

29 (7) Within available funding, findings from the evaluation under
30 this section shall include conclusions regarding the degree to which
31 students thrive in the education environment; student progress in
32 academic, social, and emotional areas; the program components that have
33 been most important to student success; the degree to which educational
34 staff feel accomplished in their work and satisfied with student
35 progress; and recommendations for continued implementation and
36 expansion of the program.

37 (8) Findings shall be reported to the governor, the office of the
38 superintendent of public instruction, and the appropriate early

1 learning, education, and fiscal committees of the legislature. An
2 interim report is due November 1, 2008. The final report is due
3 December 1, 2009.

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

5 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.630
6 RCW to read as follows:

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

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

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

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

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

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

24 (b) The second strategy is to conduct a project that provides
25 professional development and planning time resources to approximately
26 three large schools in which there are many first languages among the
27 students. The participants of this project shall partner with an
28 institution of higher education or a professional development provider
29 with expertise in supporting student acquisition of academic English.
30 The superintendent of public instruction shall select the participants
31 in the project under this subsection (2)(b).

32 (3)(a) The office of the superintendent of public instruction shall
33 contract with the Northwest regional educational laboratory to conduct
34 the field study work and collect additional information from the
35 project schools. In conducting its work, the laboratory shall review
36 current literature regarding best practices and consult with state and
37 national experts as appropriate.

1 (b) The laboratory shall report its findings to the governor, the
2 office of the superintendent of public instruction, and the education
3 and fiscal committees of the legislature. An interim report is due
4 November 1, 2008. The final report is due December 1, 2009.

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

6 NEW SECTION. **Sec. 5.** A new section is added to chapter 28A.215
7 RCW to read as follows:

8 COMMUNITY LEARNING CENTER PROGRAM. (1) The Washington community
9 learning center program is established. The program shall be
10 administered by the office of the superintendent of public instruction.
11 The purposes of the program include:

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

15 (b) Providing training and professional development for community
16 learning center program staff;

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

19 (d) Supporting statewide after-school intermediary organizations in
20 their efforts to provide leadership, coordination, technical
21 assistance, advocacy, and programmatic support to after-school programs
22 throughout the state.

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

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

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

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

35 (i) Focus on improving reading and mathematics proficiency for
36 students who attend schools that have been identified as being in need

1 of improvement under section 1116 of Title I of the federal no child
2 left behind act of 2001; and

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

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

- 10 (a) Remedial and academic enrichment;
- 11 (b) Mathematics, reading, and science education;
- 12 (c) Arts and music education;
- 13 (d) Entrepreneurial education;
- 14 (e) Community service;
- 15 (f) Tutoring and mentoring programs;
- 16 (g) Programs enhancing the language skills and academic achievement
17 of limited English proficient students;
- 18 (h) Recreational and athletic activities;
- 19 (i) Telecommunications and technology education;
- 20 (j) Programs that promote parental involvement and family literacy;
- 21 (k) Drug and violence prevention, counseling, and character
22 education programs; and

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

25 (4) Each community learning center grant may be made for a maximum
26 of five years. Each grant recipient shall report annually to the
27 office of the superintendent of public instruction on what
28 transportation services are being used to assist students in accessing
29 the program and how those services are being funded. Based on this
30 information, the office of the superintendent of public instruction
31 shall compile a list of transportation service options being used and
32 make that list available to all after-school program providers that
33 were eligible for the community learning center program grants.

34 (5) To the extent that funding is available for this purpose, the
35 office of the superintendent of public instruction may provide grants
36 or other support for the training and professional development of
37 community learning center staff, the activities of intermediary after-

1 school organizations, and efforts to increase public awareness of the
2 availability and benefits of after-school programs.

3 (6) Schools or school districts that receive a community learning
4 center grant under this section may seek approval from the office of
5 the superintendent of public instruction for flexibility to use a
6 portion of their state transportation funds for the costs of
7 transporting students to and from the community learning center
8 program.

9 (7) The office of the superintendent of public instruction shall
10 evaluate program outcomes and report to the governor and the education
11 committees of the legislature on the outcomes of the grants and make
12 recommendations related to program modification, sustainability, and
13 possible expansion. An interim report is due November 1, 2008. A
14 final report is due December 1, 2009.

15 NEW SECTION. **Sec. 6.** CAREER PATHWAYS PROGRAMS. (1) Subject to
16 funds appropriated for this purpose, the superintendent of public
17 instruction shall provide grants to support development of career
18 pathways programs in high-demand fields. A portion of the appropriated
19 funds shall be administered by an experienced nonprofit health
20 organization and be used to create health care career pathways with
21 geographically dispersed high school partnerships. The remaining funds
22 shall be used to provide grants to geographically dispersed high school
23 partnerships to create career pathways in the trades, mechanics and
24 engineering, or other field identified by the partnership as high
25 demand and appropriate to meet the workforce education needs in its
26 region.

27 (2) To be eligible for a grant, high schools must form partnerships
28 of parents, students, special populations, academic and career and
29 technical education teachers and administrators, workforce development
30 faculty and administrators, career guidance and academic counselors,
31 representatives of tech-prep consortia, local workforce development
32 councils, representatives of local skill centers and local skills
33 panels, apprenticeship councils, and business and labor organizations
34 in the community.

35 (3) Grant recipients must develop and implement a model curriculum
36 for their selected career pathway. Grant funds shall be used for
37 start-up costs, primarily for the development of the curriculum and

1 assessments described in this section and for professional development
2 for teachers. If sufficient funds remain, grant funds may be used to
3 upgrade equipment within the program to meet industry standards.

4 (4) A career pathways program shall:

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

8 (b) Incorporate secondary and postsecondary education elements;

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

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

15 (e) Emphasize projects and application of knowledge and skills and
16 provide extensive opportunities for work-based learning and
17 internships.

18 (5) Students who are struggling with core academic skills,
19 including the Washington assessment of student learning, shall receive
20 supplemental assistance and instruction within the program, including
21 assistance to create a career and technical collection of evidence as
22 an alternative to the Washington assessment of learning.

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

27 (7) With assistance from the office of the superintendent of public
28 instruction and the workforce training and education coordinating
29 board, grant recipients shall develop end-of-program assessments for
30 their high-demand career pathways program. The assessments shall be
31 integrated to include academic, work readiness, and technical knowledge
32 and skills. The legislature's intent is to use these assessments as
33 prototypes for possible future additional alternative assessments for
34 career and technical education students to demonstrate they meet the
35 state's learning standards.

36 (8) Grant recipients must develop a communications strategy for
37 parents and students in other area high schools and middle schools to

1 promote the model career pathways programs as a high-quality learning
2 option for students and prepare plans for replication of the programs.

3 (9) For the purposes of this section, "career pathways program" has
4 the same meaning as a career and technical program of study under P.L.
5 109-270, the Carl D. Perkins career and technical education improvement
6 act of 2006.

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

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

10 Correct the title.

EFFECT: The goals of the Basic Education Act are further expanded to include references to students becoming respectful global citizens, exploring and understanding diverse perspectives, and preparing students to achieve personal and academic success. The learning goals are expanded to include world history and cultures and financial literacy. A fifth learning goal is added.

Funding to support all-day kindergarten programs supports all students, not just low-income students, and is not considered part of basic education funding. If funds are provided, the SPI designates "lighthouse" programs to provide technical assistance to school districts.

Primary-level education demonstration projects are made subject to funding and the evaluation is performed by the Northwest Regional Educational Laboratory (NWREL). The field study and research for the English as a Second Language demonstration projects are performed by the NWREL rather than the Washington State Institute for Public Policy.

An audit of the process for determining eligibility for federal free and reduced-price lunch programs is removed. Provisions establishing the special education safety net in statute and directing a review of the special education excess cost accounting procedures are removed.

The Washington Community Learning Center Program is established, subject to funding. Also subject to funding, grants are provided to high school partnerships to create Career Pathways Programs in high-demand fields.

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